SYSTEM AND SCHOOL SUMMARIES OF GRADE 3 AND GRADE 6 STUDENTS' RESULTS ON THE CANADIAN ACHIEVEMENT TESTS (2ND EDITION), 1994-95.

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE 3

1994-95

GORDON PRICE SCHOOL

Canadian Achievement Tests (2nd Edition)
Grade 3, 1994-95
Gordon Price Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

Gordon Price is a new school of approximately 400 students located in a residential area on the west mountain. Compared to the Hamilton average there are relatively few student transfers during the school year resulting in a stable school population. Although our school community is racially and culturally diverse, the vast majority of students come from homes where English is spoken as the first language.

We have developed strong links with the community through an extensive volunteer program and a small but active Parents' Group. The teachers at Gordon Price School encourage parent support and participation in their children's education. We work in partnership for the success of the students.

PARTICIPANTS

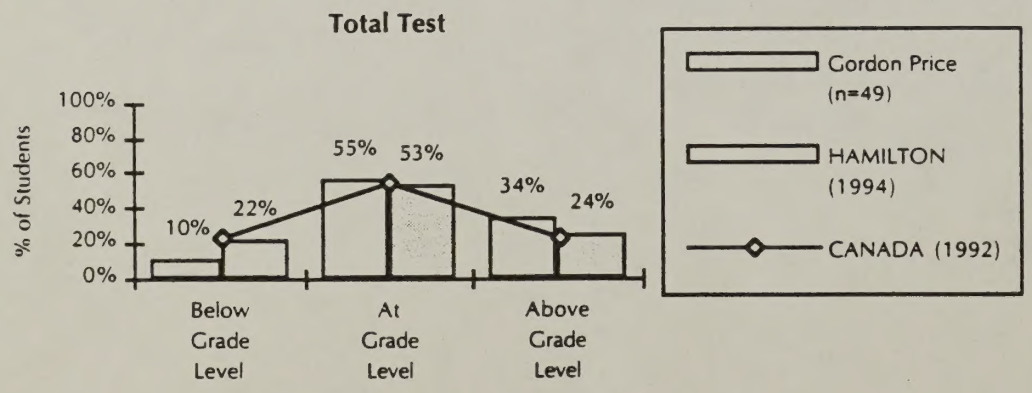
Number of students ENROLLED in Grade 3 57

Number of students for whom part or all of the test was INVALID*: 1	Number of students ABSENT for part or all of test: 8	Number of students COMPLETING entire test: 49

General Comments on students and the testing process:

The C.A.T. test is administered to Grade 3 classes by the classroom teachers who have all been inserviced on the test. The principal and L.R.T. support the teachers as resources.

GRADE 3 TEST RESULTS

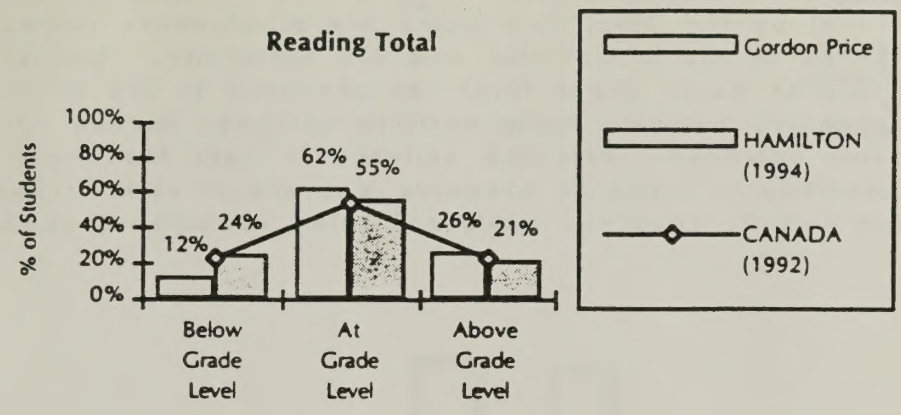


Canada 23% 54% 23%

Summary Statement: In our school 89% of our students scored at or above grade level on the Total Test compared to 77% across Hamilton and 77% nationally. These excellent results underscore the strength of our Primary program.

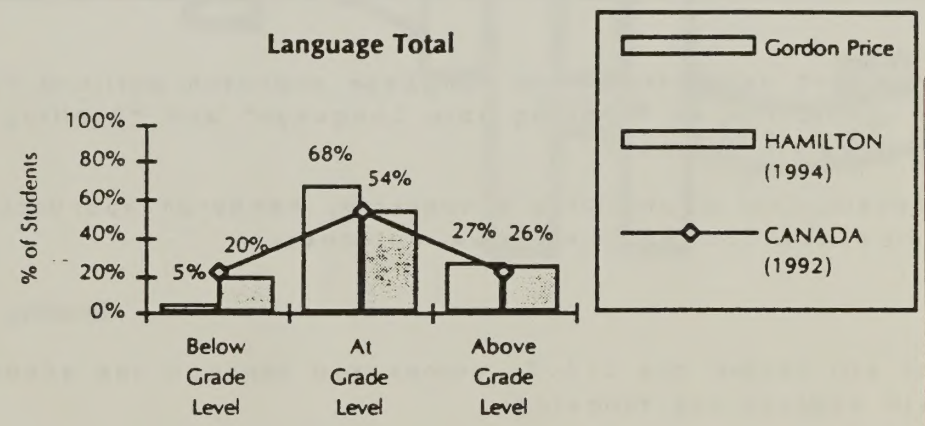
*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

GRADE 3 TEST RESULTS



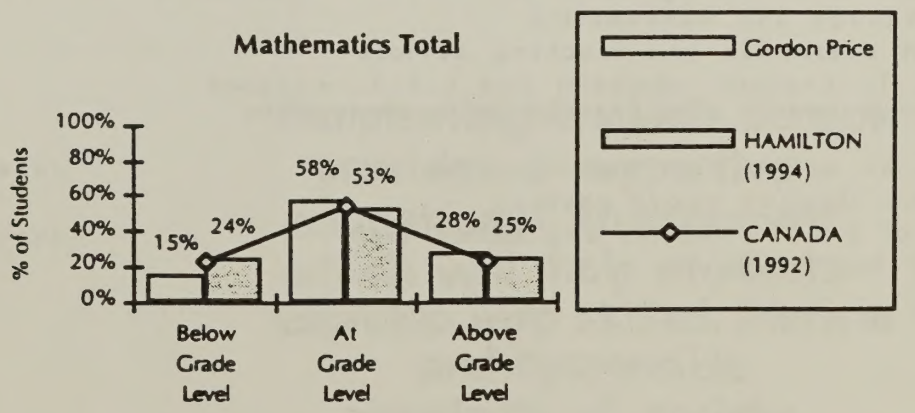
Canada 23% 54% 23%

Summary Statement: In our school 88% of our students scored at or above Grade in reading compared to 76% across Hamilton and 77% nationally.



Canada 23% 54% 23%

Summary Statement: In our school 95% of our students scored at or above Grade level in Language compared to 80% across Hamilton and 77% nationally.



Canada 23% 54% 23%

Summary Statement: In our school 86% of our students scored at or above grade level in Mathematics compared to 78% across Hamilton and 77% nationally.

School Interpretation: Results in Context

Gordon Price School is pleased to report that our C.A.T. results significantly exceeded both Hamilton and national scores in all areas. It is particularly gratifying to report that on the Total Test score 34% of students scored above grade level, as compared to 24% in Hamilton and 23% nationally. Conversely only 10% of our students scored below grade level, as compared to 22% in Hamilton and 23% nationally. In order to maintain these positive outcomes Gordon Price School will continue to provide balanced curriculum delivery to meet the needs of all students. We will continue to focus on students who are at risk through the D.A.R.T. process and L.R.T. program, while providing enrichment opportunities for able learners.

School Planning Response

- Area(s) of Focus:

a) Language development using the Whole Language approach outlined in such Hamilton Board curriculum as "Growing Into Language" and "Spelling Sense", and Common Curriculum Outcomes.

b) Mathematics development emphasizing a concrete, hands-on approach using Board curriculum and Common Curriculum Outcomes.

- Process: Timeline

Gordon Price School will review the C.A.T. scores and through the school planning process will address the following:

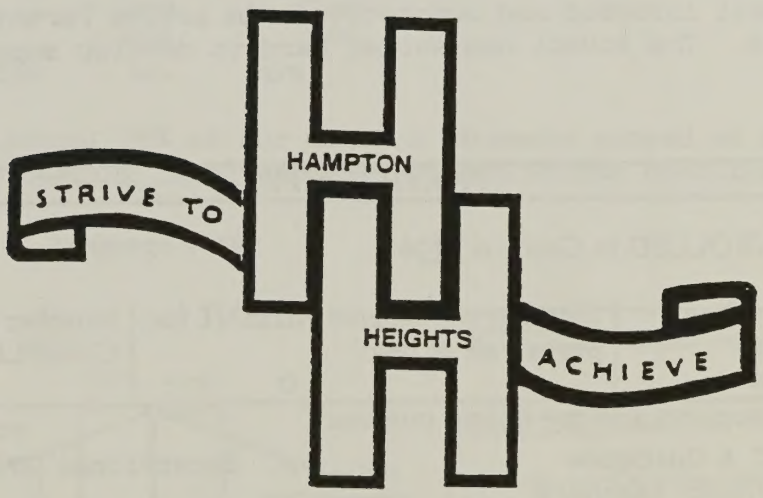
a)	Celebration of our excellent results	May/June 1995
b)	Review of:	May/June 1995
	(i) Common Curriculum Outcomes and Grade 3 Standards in Language and Mathematics	
	(ii) student evaluation and tracking devices	
	(iii) D.A.R.T. process, remedial and L.R.T. support	
	(iv) Challenge centre and enrichment opportunities	
c)	development of an action plan based on the issues identified through above reviews	June 1995
d)	communication of C.A.T. results and action plan to parents and the community	June 1995

May 2, 1995
date

Christine Lebi
principal's signature

HAMPTON HEIGHTS MIDDLE SCHOOL

771 TENTH AVENUE
HAMILTON, ONTARIO
L8T 2G4
TELEPHONE: (416) 387-0411



Hampton Heights Middle School
provides a supportive
educational environment
which will help students
develop into skilled, literate
and responsible
members of society.

Canadian Achievement Tests (2nd Edition)
Grade 6, 1994-95

Hampton Heights Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

The neighbourhood surrounding Hampton Heights Middle School is a relatively stable suburban one. Hampton is the east mountain centre for the Gifted Program and as well houses two other Special Education classes. (SLD and GLD).

Healthy cocurricular programs exist at Hampton Heights.

Our parents are well informed and supportive. An active Parent Group exists at Hampton Heights. The school has worked hard to develop supportive community ties.

PARTICIPANTS

Number of students ENROLLED in Grade 6 104

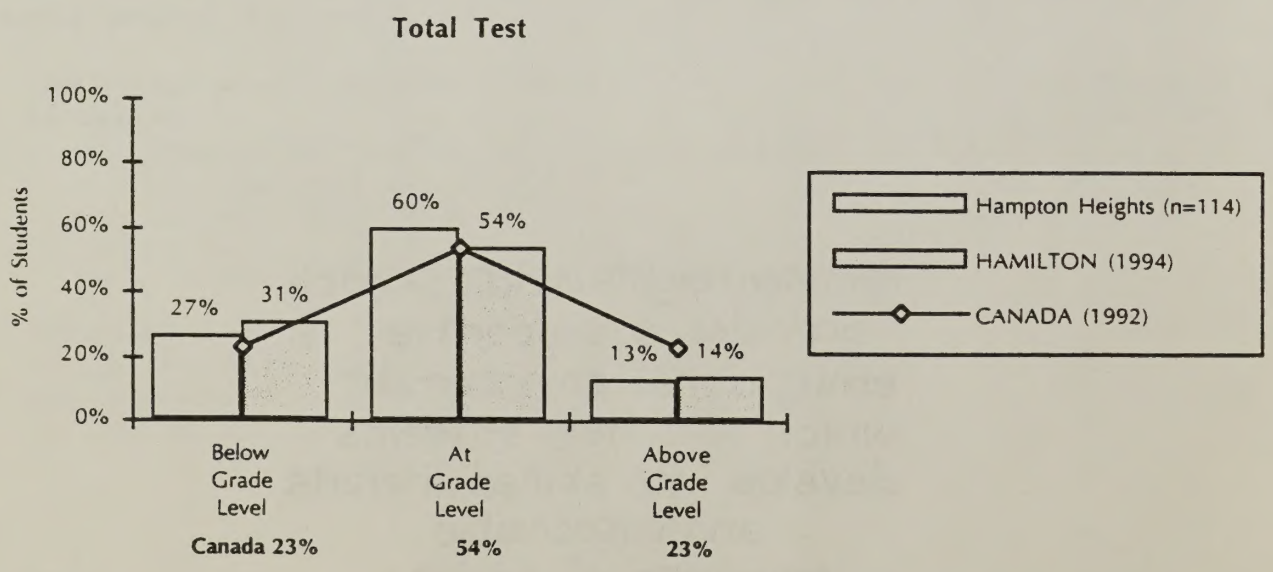
Number of students for whom part or all of the test was INVALID*: GLD 6	Number of students ABSENT for part or all of test: 0	Number of students COMPLETING entire test: 114

General Comments on students and the testing process:

Co-ordinates: LRT & Guidance
Administers - Eng/Math teachers
Inservice - LRT inserviced teachers

Exceptional Gr. 6 - 1 GLD reg. class
1 SLD reg. class
7 - SLD self-contained

GRADE 6 TEST RESULTS

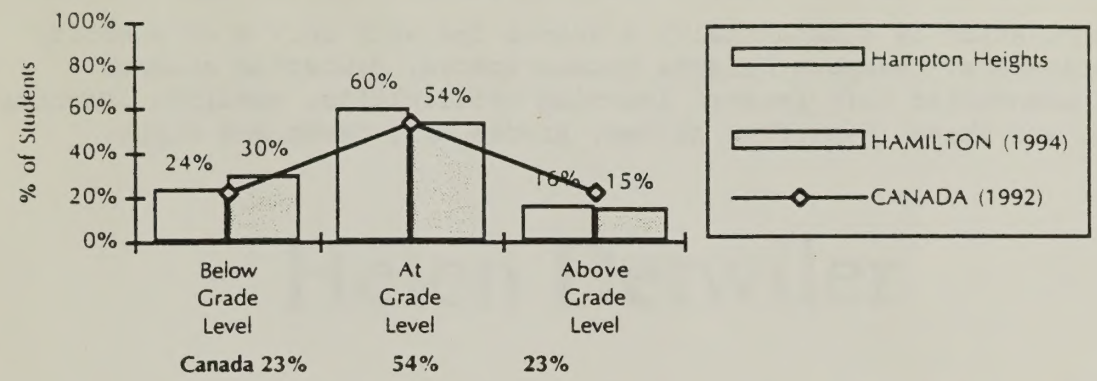


Summary Statement: In our school 73% of our Grade 6 students scored at or above grade level as the Reading/Language/Math total compares to 68% across Hamilton and 77% nationally

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 15 of the CAT

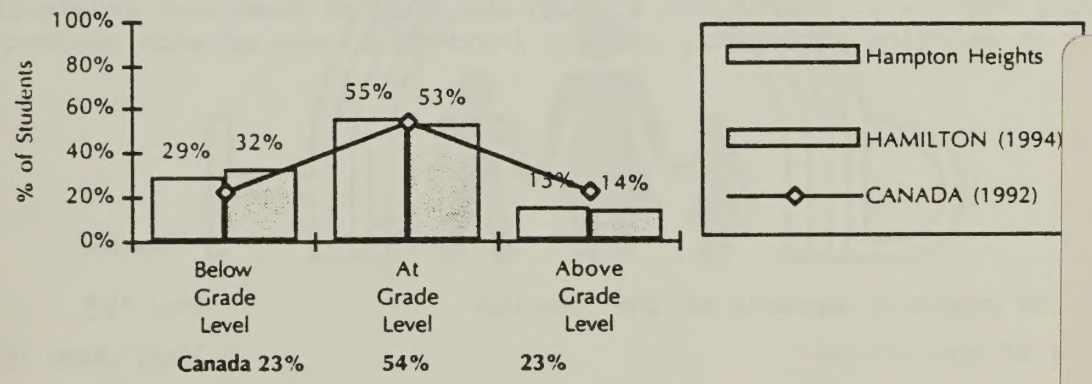
GRADE 6 TEST RESULTS

Reading Total



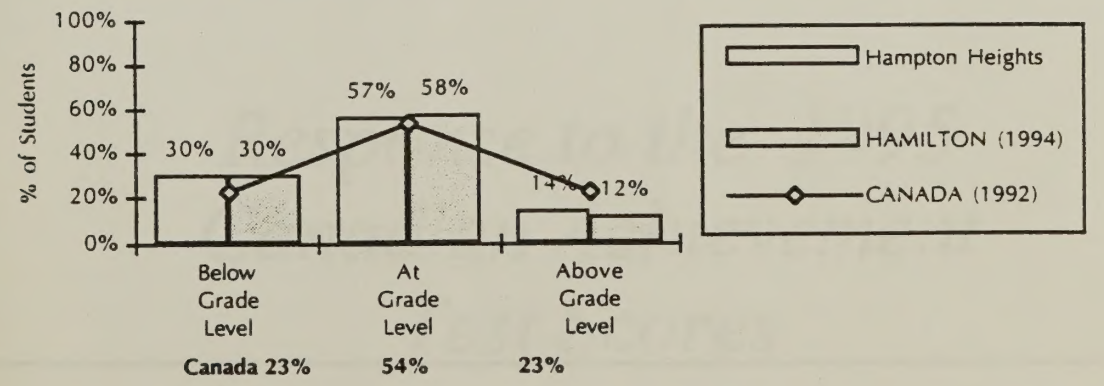
Summary Statement: In our school 76% of our Grade 6 students scored at or above Grade level on the Reading total compared to 69% across Hamilton and 77% nationally.

Language Total



Summary Statement: At Hampton, 70% of our Grade 6 students scored at or above Grade level on the language total compared to 67% across Hampton and 77% nationally.

Mathematics Total



Summary Statement: In our school 71% of our Grade 6 students scored at or above Grade level on the mathematics total compared to 70% across Hamilton and 77% nationally.

School Interpretation: Results in Context

Hampton Heights Middle School and the elementary schools that feed into our school have much to be proud of in these results and the position of our school in relation to the Grade 6 students across Hamilton and nationally.

Our school population is substantially a stable one with only a 4% mobility of student transfers. Hampton Heights houses special education classes for students identified with general learning difficulties, specific learning difficulties, and those identified gifted, grades six, seven and eight.

School Planning Response

- Area(s) of Focus: During the months of May and June the staff at Hampton Heights will be reviewing the C.A.T. scores and through our Program Committee developing a plan to build on existing strengths, improve instruction and advance student learning.

- Process:

		Timeline
(a)	celebrate the positive aspects of the results	May '95
(b)	an analysis of the scores	May, June '95
(c)	an action plan to bring about changes in programming and/or teaching strategies in order to advance students learning	fall '95
(d)	communication of the action plan	Nov. '95

May 4/95
date

M. Schneider
principal's signature

Helen Detwiler

School Plan

Response to the 1995 Canadian Achievement Test Scores

Canadian Achievement Tests (2nd Edition)
Grade 3, 1994-95

Helen Detwiler Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

-Low mobility but continuous construction
-Higher than Hamilton average education levels generally
-Higher than Hamilton average income levels generally
-Wide diversity in income, housing and education stats
-High ESL statistics
-19 children individually assessed for Gifted Programming (Spring '95)
-70-80% - 2 parents in the workforce - supportive Parent Group
-rapid growth since opening the school in September 1991
-growth is spread across all grades but heavy in JK,SK and Gr. 1
-wide diversity in Grade 3 area and needs identified and supported

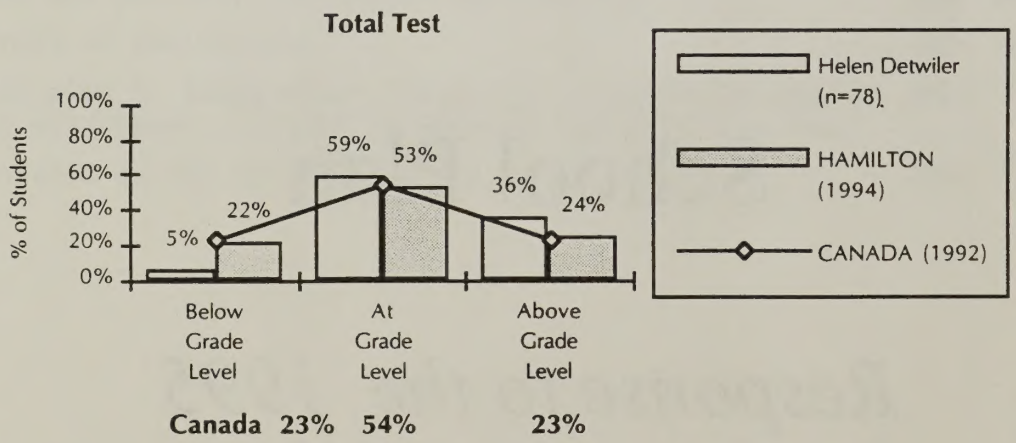
PARTICIPANTS

Number of students ENROLLED in Grade 3 84

Number of students for whom part or all of the test was INVALID*: 6	Number of students ABSENT for part or all of test: 0	Number of students COMPLETING entire test: 78

General Comments on students and the testing process:
The invalid students are all involved in DART I and DART II tracking. Their needs have been identified and program modifications and supports are in place (LRT, ESL, etc.).

GRADE 3 TEST RESULTS

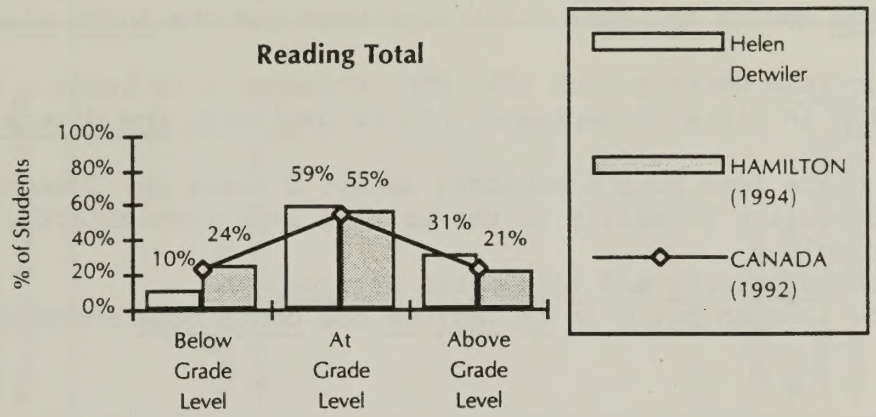


Canada 23% 54% 23%

Summary Statement: In our school 95% of our Grade 3 students scored At or Above Grade Level on the Reading/Language/ Mathematics Total compared to 77% across Hamilton and 77% nationally.

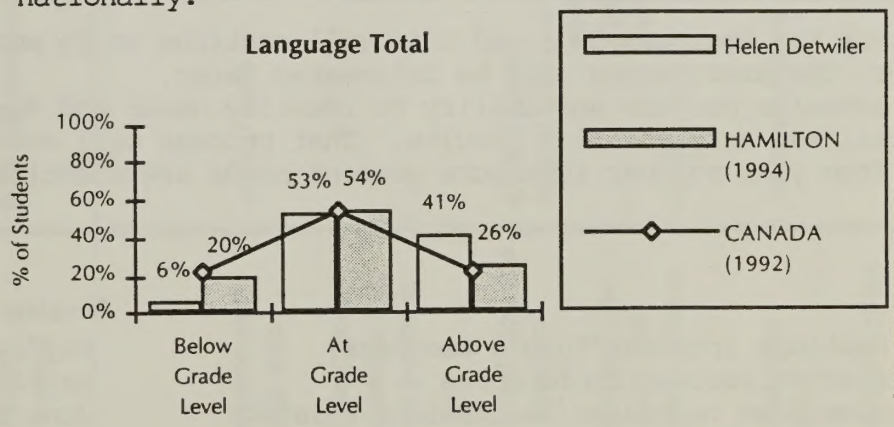
*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

GRADE 3 TEST RESULTS



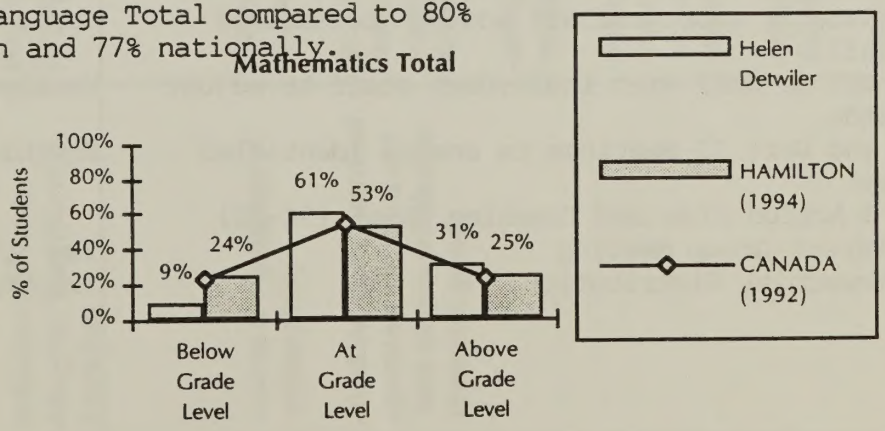
Canada 23% 54% 23%

Summary Statement: In our school 90% of our Grade 3 students scored At or Above Grade Level on the Reading Total compared to 76% across Hamilton and 77% nationally.



Canada 23% 54% 23%

Summary Statement: In our school 94% of our Grade 3 students scored At or Above Grade Level on the Language Total compared to 80% across Hamilton and 77% nationally.



Canada 23% 54% 23%

Summary Statement: In our school 92% of our Grade 3 students scored At or Above Grade Level on the Mathematics Total compared to 78% across Hamilton and 77% nationally.

School Interpretation: Results in Context

-the ongoing Early Identification Process utilized in early June '94 recognized the wide diversity of needs coming to Grade 3 for September and the large classes due to growth.
-the Grade 3 Curriculum Team working with LRT, ESL, Computer Site Leader, Librarians and SERT put an action plan in place in September '95 to deal with the diversity and unknowns of growth
-supports were put in place (one hour timeblocks daily; 2 weeks on, 2 weeks off; emphasized the wide diversity in skills in the written area particularily in spelling and mechanics of writing)
-the results support the diversity and celebrates the success.
-flexibility in service is also built in to include the continuous increase in number and diversity

School Planning Response

• Area(s) of Focus: Our focus has been Language and this will continue to be addressed, however, the exact areas will be delineated later.

GENERAL COMMENT: Our school's process and ability to identify needs and design plans to meet those needs has realized very positive results. That process will continue throughout the grades from year to year to ensure present needs are identified and supported.

• Process:	Timeline
-Early Identification meetings (present/future teachers)	May/June '95
-Resource staff and classroom teacher conferences	May/June '95
-Grade Specific Curriculum Team responses/discussions related to identified needs for 95-96 classes	June/Sept. '95
-Support Staff involved appropriately as program needs are identified	June/Sept. '95
-Grade Specific Curriculum Action Plans designed	Sept./Oct. '95
-Schedules set up to timetable appropriately and to accommodate appropriate support staff	Sept./Oct. '95
-Weekly conferences by LRT or SERT with individual staff to adjust program to changing needs	Weekly
-Discussions at Dart I and Dart II meetings to ensure identified needs continue to be met	Monthly
(See sample from Grade 3 Action Plan and Tracking Sheet (94-95)	
-Introduce results at Parent Group Meeting	May 4/95
-Prepare a report for Community distribution	May/June '95

May 2/95
date

Jacqueline E Dwyer
principal's signature

ACTION PLANNER | **NAME: Grade Three Team** | **HELEN DETWILER SCHOOL 1994 - 1995**

KEY TEACHER: L. Rivers (LRT)

MEMBERS: L. DiMatteo, G. Hunter, B. Carle J. Wolfe (ESL), V. Wilson (Lib.), B. Whittle (Lib.), J. Duggan (Computers)

What are the intended outcomes?	Indicators of Success Along the Way (Surveys, Tracking)	How will it get done? (Structures/processes)	Who will share responsibility?	Resources (Human & Material) & Required P.D.	Timeline
THE GRADE 3 TEAM WILL:					
-Design and implement a plan, using support staff, to improve writing skills and meet the highly diverse needs of the large grade three population.	-Listing of 3 groupings of writing ability -Tracking sheets, anecdotal comments, checklists and work samples will demonstrate skill growth	-informal teacher assessment of grade 3 writing skills	-grade 3 team	-Spelling Sense -Spelling Through Phonics	-Late Sept.
		-gr. 3 team will meet, brainstorm ideas and outline a suggested plan to present to support staff			
		-receive support staff input and modify plan if necessary	-grade 3 team -support staff-Judy Duggan -Bill Whittle -Val Wilson -Jan Wolfe -Jacquie Diverty		
		-implement format and time frame, and evaluate with support staff -plan, - student results			October
		-implement agreed upon format and skills	-team and support staff	-Spelling Sense -gr. 3 vowel kits -teacher made materials -Spelling Through Phonics -a vareity of commercially produced resources	Ongoing
		-meet to reassess and evaluate plan			
		-develop an effective evaluation scheme	-team and support staff	-Growing into Language -Variety of inservice materials -Spelling Sense	Jan/Feb/95

ACTION PLANNER

NAME: Grade Three Team

HELEN DETWILER SCHOOL
1994 - 1995

KEY TEACHER: L. Rivers (LRT)

MEMBERS: L. DiMatteo, G. Hunter, B. Carle
J. Wolfe (ESL), V. Wilson (Lib.), B. Whittle (Lib.), J. Duggan (Computer)

What are the intended outcomes?	Indicators of Success Along the Way (Surveys, Tracking)	How will it get done? (Structures/processes)	Who will share responsibility?	Resources (Human & Material) & Required P.D.	Timeline
-Develop student appreciation for writing as a means of expression and communication	-Students demonstrate more enthusiasm toward writing	-Write to professional authors and extend invitations to visit students -pen pals	-Grade three team	-wide variety of library books and materials	November to May
-Integrate computers into the writing process	-Tracking sheets, work samples, checklists will demonstrate use of computers	-use writing room and computer lab as an extension of regular classroom writing -devise a schedule to ensure adequate time during skill group session	-grade three team -support staff	-Judy Duggan -computer skills checklists -volunteers in Computer and Writing Room	Ongoing

WRITING PROGRESS CHART

NAME : _____

☒ is being encourage to ◪ is beginning to use

■ has mastered ☐ not introduced yet

☐ Spaces words

☐ Uses lower case letters

INVENTED SPELLING

☐ first sound of word

☐ first and last sound in words

☐ most consonant sounds in words

☐ vowel in words

☐ correct vowel in words

☐ applies phonetic rules and spelling patterns

☐ spells most common words correctly

CAPITALS

☐ beginning of sentences

☐ word I

☐ names of people

☐ names of pets

☐ places

☐ days

☐ months

☐ holidays

☐ titles

☐ in quotations

PUNCTUATION

- ☐ period
- ☐ question mark
- ☐ exclamation mark
- ☐ quotation marks
- ☐ punctuation with quotations
- ☐ commas in lists

OTHER

- ☐ Adds title
- ☐ Word Endings (s, ed, ing)
- ☐ Tense consistency
- ☐ Pronoun agreement
- ☐ Contractions
- ☐ Possessives
- ☐ Uses a varity of sentences
- ☐ Self edits
- ☐ Uses a dictionary

TEACHER'S COMMENTS

_____

_____

_____

_____

_____

_____

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE 3

1994-95

HESS STREET SCHOOL

Canadian Achievement Tests (2nd Edition)
Grade 3, 1994-95

Hess Street Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

Hess Street is a multicultural JK to Grade 6 Comp Ed school in the inner city. Sixty-four per cent of the students speak English as a second language. The majority of E.S.L. speak Vietnamese. There are 15 other first languages spoken by students at Hess. Last year 15% of our students were mobile.

Hess piloted the JSK program. It has proven an excellent strategy to meet language acquisition needs for 4 and 5 year olds.

Our E.S.L. teachers work with students in grades 1 to 6 in small group lessons, through in class support and tutorials.

Non-E.S.L. students are assisted by the L.R.T., our West-Hess tutors and university volunteers.

Community links have been established with the Vietnamese Association of Hamilton-Wentworth, the downtown YMCA and Mission Services. Through them we are able to access recreational opportunities, cultural activities and support personnel for our students and their parents.

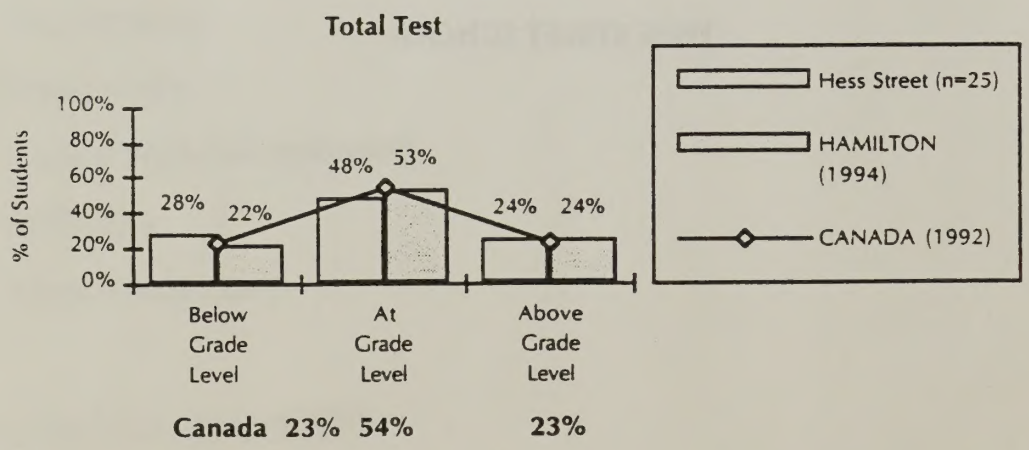
PARTICIPANTS

Number of students ENROLLED in Grade 3 35

Number of students for whom part or all of the test was INVALID*: 3	Number of students ABSENT for part or all of test: 7	Number of students COMPLETING entire test: 25

General Comments on students and the testing process:

GRADE 3 TEST RESULTS



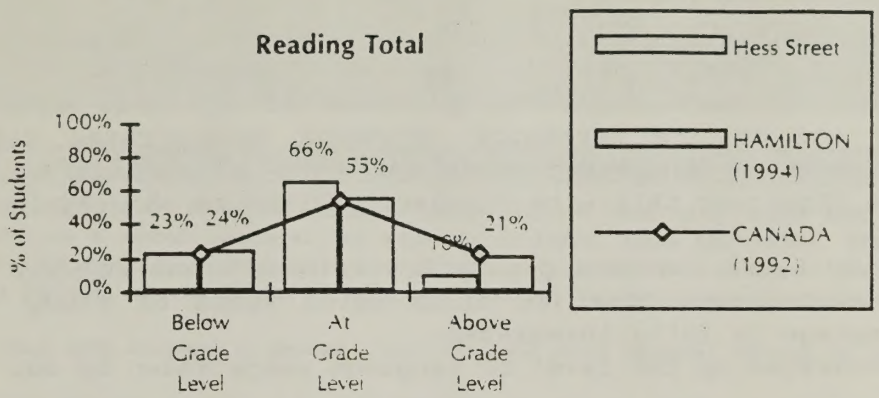
Canada 23% 54% 23%

Summary Statement:

In our school 72 % of our Grade 3 students scored At or Above Grade Level on the Total compared to 77 % across Hamilton and 77% nationally.

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

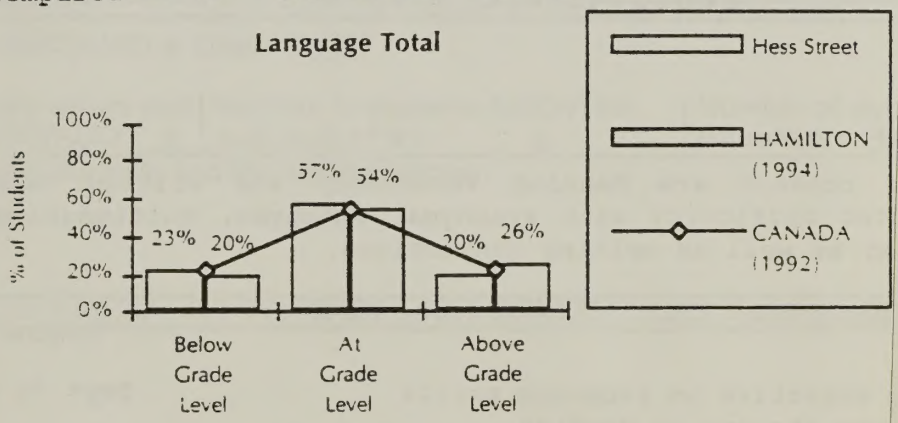
GRADE 3 TEST RESULTS



Canada 23% 54% 23%

Summary Statement:

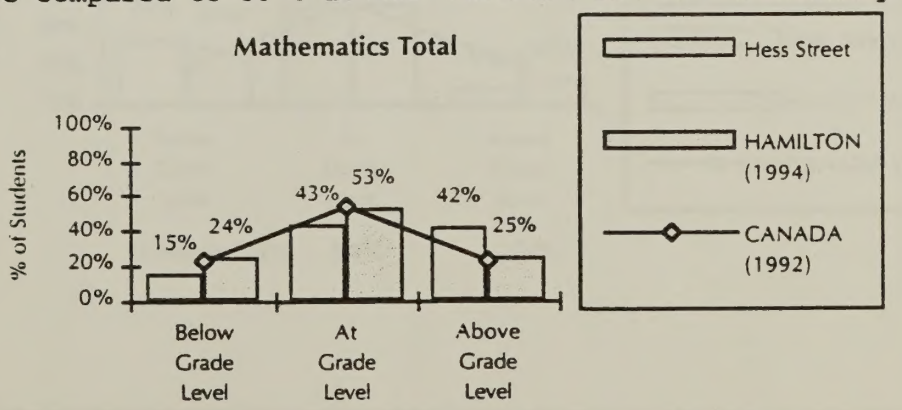
In our school 76% of our Grade 3 students scored At or Above Grade Level on the Reading compared to 76 % across Hamilton and 77% nationally.



Canada 23% 54% 23%

Summary Statement:

In our school 77 % of our Grade 3 students scored At or Above Grade Level on the Language compared to 80 % across Hamilton and 77% nationally.



Canada 23% 54% 23%

Summary Statement:

In our school 85 % of our Grade 3 students scored At or Above Grade Level on the Mathematics compared to 78 % across Hamilton and 77% nationally.

School Interpretation: Results in Context

Overall students did better on the mathematical components of the test than the Reading or Language areas. Math Concepts and Applications, as well as Mathematical Computation were very strong. Areas of specific concern are Reading Vocabulary and Writing Mechanics. Students demonstrated difficulty with synonyms, antonyms, multimeaning words and words in context as well as writing conventions.(Contrast this with a relatively strong showing in Reading Comprehension)

Given the size of the E.S.L. student population at Hess these results are not unexpected. Research indicates that it takes seven years of study and use before a second language is fully integrated.

Staff are quite encouraged by the level of language usage shown by our Grade 3 students.

School Planning Response

- Area(s) of Focus:

Areas of specific concern are Reading Vocabulary and Writing Mechanics. Students demonstrated difficulty with synonyms, antonyms, multimeaning words and words in context as well as writing conventions.

- Process:

	Timeline
Continue to develop expertise in language skills building on the strong showing in Reading Comprehension. Attention will be focused on developing program to address formal written languge conventions.	Sept 95 onward

95-05-08
date

principal's signature

Canadian Achievement Tests (2nd Edition)
Grade 6, 1994-95
Hess Street Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

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Non-E.S.L. students are assisted by the L.R.T., our West-Hess tutors and university volunteers.

Community links have been established with the Vietnamese Association of Hamilton-Wentworth, the downtown YMCA and Mission Services. Through them we are able to access recreational opportunities, cultural activities and support personnel for our students and their parents.

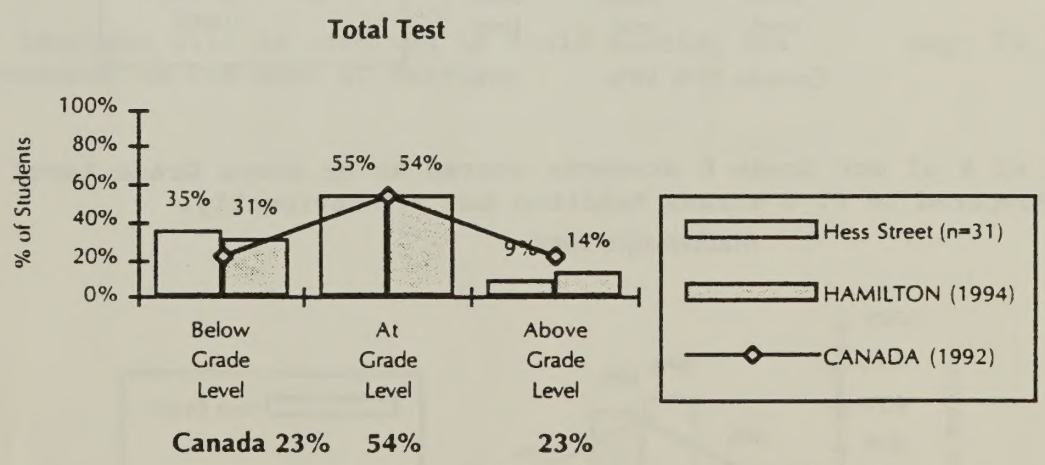
PARTICIPANTS

Number of students ENROLLED in Grade 6 39

Number of students for whom part or all of the test was INVALID*: 2	Number of students ABSENT for part or all of test: 6	Number of students COMPLETING entire test: 31

General Comments on students and the testing process:

GRADE 6 TEST RESULTS



	Below Grade Level	At Grade Level	Above Grade Level
Canada	23%	54%	23%

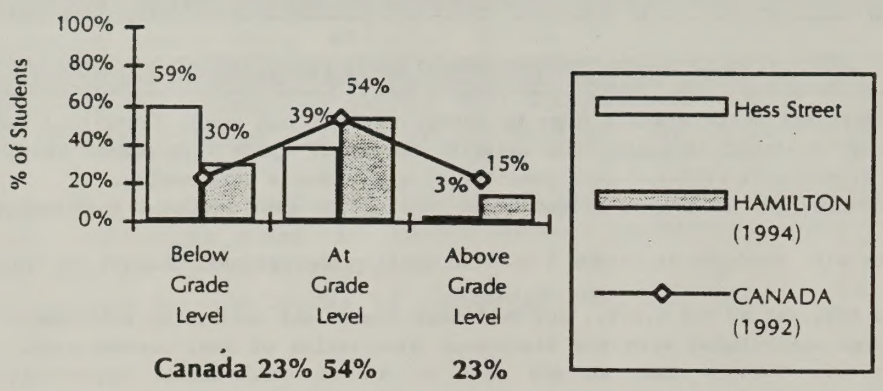
Summary Statement:

In our school 64 % of our Grade 6 students scored At or Above Grade Level on the Total compared to 68 % across Hamilton and 77% nationally.

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 15 of the CAT

GRADE 6 TEST RESULTS

Reading Total

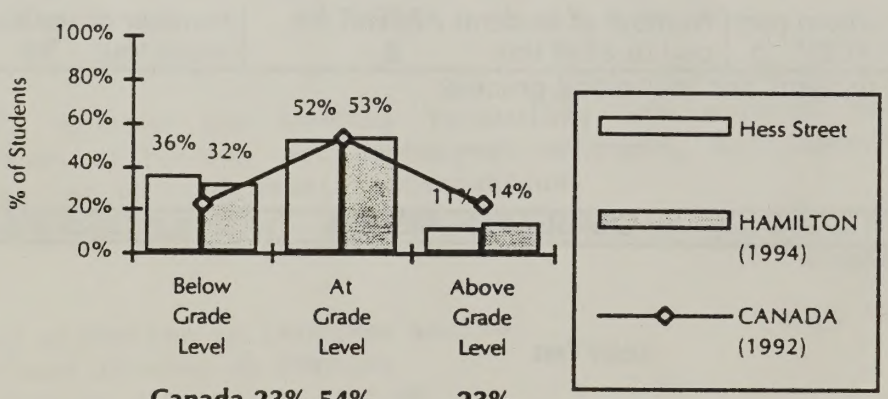


Canada 23% 54% 23%

Summary Statement:

In our school 42 % of our Grade 6 students scored At or Above Grade Level on the Reading compared to 69 % across Hamilton and 77% nationally.

Language Total

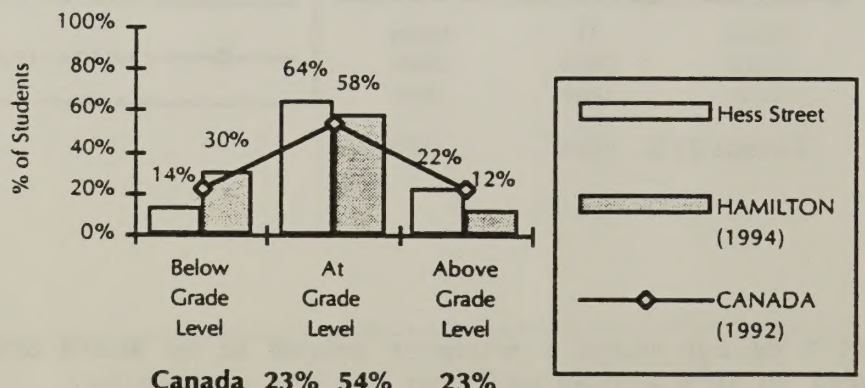


Canada 23% 54% 23%

Summary Statement:

In our school 63 % of our Grade 6 students scored At or Above Grade Level on the Language compared to 67 % across Hamilton and 77% nationally.

Mathematics Total



Canada 23% 54% 23%

Summary Statement:

In our school 86 % of our Grade 6 students scored At or Above Grade Level on the Mathematics compared to 70 % across Hamilton and 77% nationally.

School Interpretation: Results in Context

Although close to the city overall average for the total CAT our Grade 6 students scored significantly below their peers in Reading, and significantly above in Mathematics. Like their Grade 3 schoolmates Language scores were below other Hamilton pupils. Reading Comprehension and Reading Vocabulary, Spelling, Language Mechanics and Language Expression were all significantly below level.

Given the size of the E.S.L. student population at Hess these results are not unexpected. Research indicates that it takes seven years of study and use before a second language is fully integrated.

School Planning Response

- Area(s) of Focus:

Reading Comprehension and Reading Vocabulary, Spelling, Language Mechanics and Language Expression.

Process:	Timeline
All Junior teachers will be involved in field testing the Language Outcomes in the area of reading.	Sept 95 onward

95-05-08
date

E. Graine / L. Tindell
principal's signature

HIGHVIEW MIDDLE SCHOOL

Endurance Perseverance Teamwork

School Report 1995
Canadian Achievement Test

Canadian Achievement Tests (2nd Edition)
Grade 6, 1994-95

Highview Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

Highview is an east mountain school with a population of 300+ middle school learners. Our school is inclusive of 11 regular classes, 1 multiple, 1 developmentally challenged, 2 SLD, and 1ESL. 97% of this population remains static, 70% resides within this community and 30% are bused in.

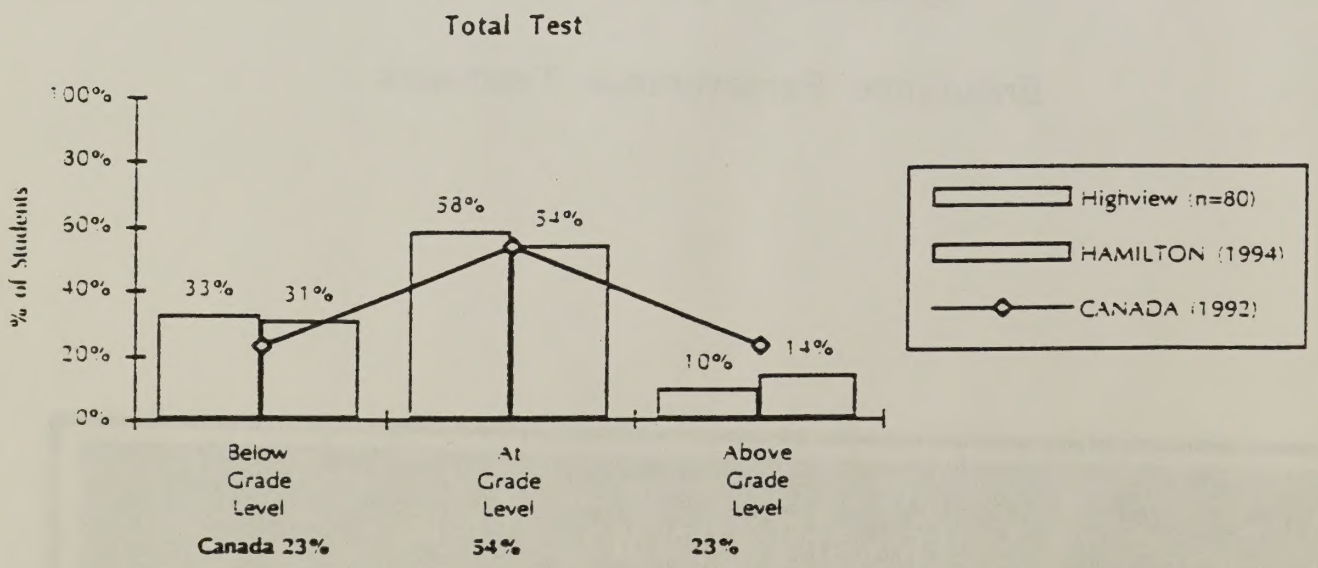
PARTICIPANTS

Number of students ENROLLED in Grade 6 91

Number of students for whom part or all of the test was INVALID*:	Number of students ABSENT for part or all of test:	Number of students COMPLETING entire test:
5	6	80

General Comments on students and the testing process: Testing was co-ordinated by our Program Resource Team. In-service was provided to Gr.6 English teachers on test administration. The testing process was uneventful. For students who missed part of the test, alternative sessions were given during English periods.

GRADE 6 TEST RESULTS

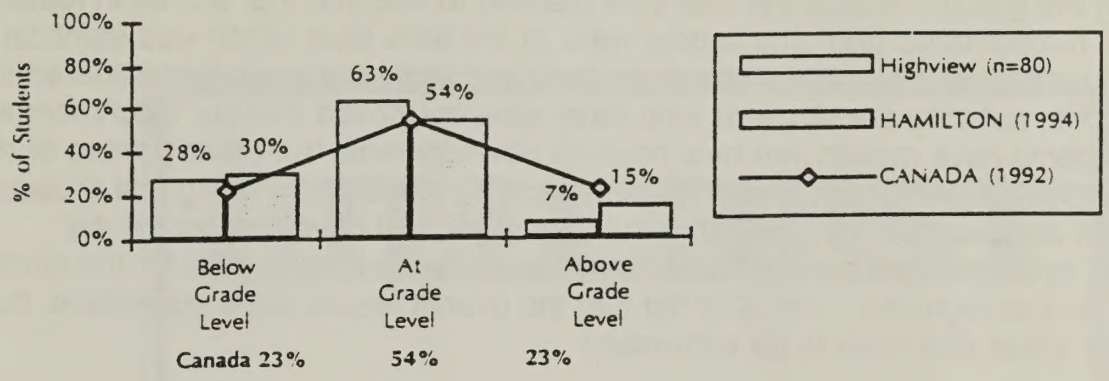


Summary Statement: In our school 68% of our grade 6 students scored at or above Grade Level on the Reading/Language/Mathematics/Total compared to 68% across Hamilton and 77% nationally. Mathematics appeared as a relative strength.

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 15 of the CAT

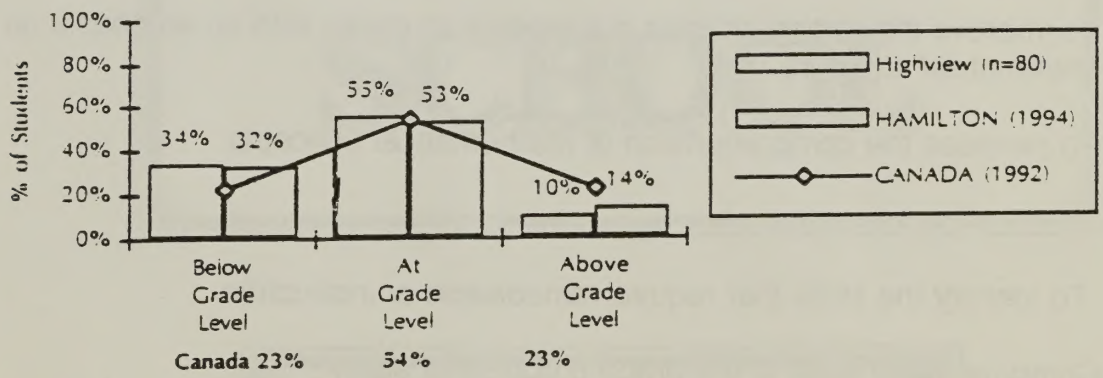
GRADE 6 TEST RESULTS

Reading Total



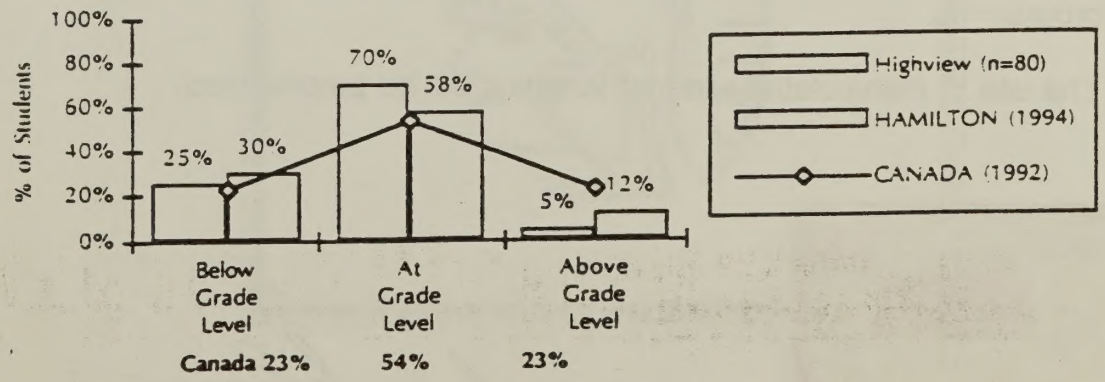
Summary Statement: In our school 70% of our Grade 6 students scored at or above grade level on the reading test compared to 69% across Hamilton and 77% nationally.

Language Total



Summary Statement: In our school 65% of our grade 6 students scored at or above grade level on the language test compared to 67% across Hamilton and 77% nationally.

Mathematics Total



Summary Statement: In our school 75% of our grade 6 students scored at or above grade level on the mathematics tests compared to 70% across Hamilton and 77% nationally.

School Interpretation: Results in Context

In viewing the grade 6 scores the staff was pleased to see that the scores in reading, language, mathematics and total scores were at the 68% level which was identical to Hamilton grade 6 scores. The students coming into Highview are not considered to be highly mobile, but they are students who have recently moved into our catchment area. These students have moved into new housing developments from many areas of the city. In addition there are six feeder schools sending students for our grade 6 classes. It has been decided that the areas that indicate weak skill development will be addressed by the teachers. The feeder schools will receive the results for the students that they sent to Highview. The staff felt that the overall results were acceptable, but there were areas that need to be addressed.

School Planning Response

Areas of Focus:

1. To improve the writing skills of our grade 6 students with an emphasis on the grammatical structure.

2. To increase the comprehension of mathematical concepts.

Process:

1. To identify the skills that require remediation or instruction.

2. Compare these skills to the grade 6 course of study .

3. The resource team will gather and distribute materials that will be appropriate for the remediation and or instruction.

4. The application of the skills will be a focus of all teachers in their 95-96 programme.

5. The use of manipulatives in mathematics will be emphasized.

Larry G Evans
Principal

HILLCREST MIDDLE SCHOOL

Canadian Achievement Tests (2nd Edition)
Grade 6, 1994-95

Hillcrest Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

Hillcrest is a middle school located in the northeast part of Hamilton. Its enrolment of 319 students is divided into 12 classes - 4 entry level grade 6's, and 4 each of grades 7 and 8. Included in the enrolment figures are 53 students (17%) who are identified as Exceptional. In addition, there is a large ESL component, mainly Vietnamese and Cambodian. The majority of students walk to school; however, students residing on the Beach strip are transported by school bus. Approximately 10% of the student population move in and out of the area during the school year. Programs at the school are supported by a Parent Alumni group.

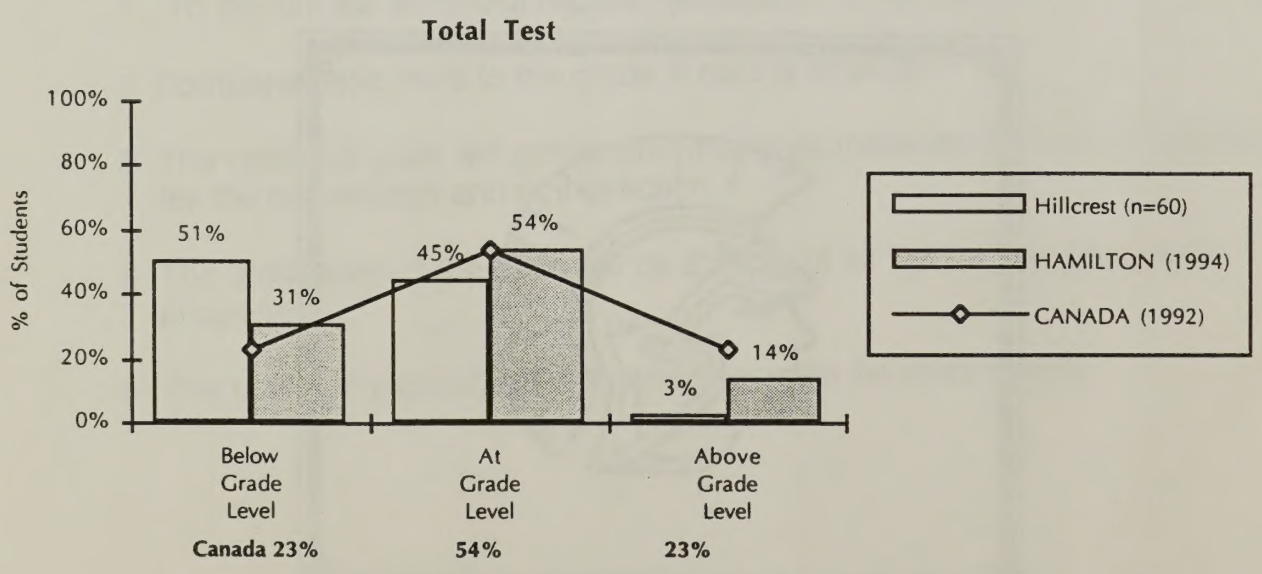
PARTICIPANTS

Number of students ENROLLED in Grade 6 85

Number of students for whom part or all of the test was INVALID*: 15	Number of students ABSENT for part or all of test: 20	Number of students COMPLETING entire test: 60

General Comments on students and the testing process: All parts of the CAT concerning English skills were administered to all students by the Grade 6 English teacher. The math tests were similarly given to all students by the Grade 6 math teacher. Testing sessions were handled during normal rotary periods.

GRADE 6 TEST RESULTS

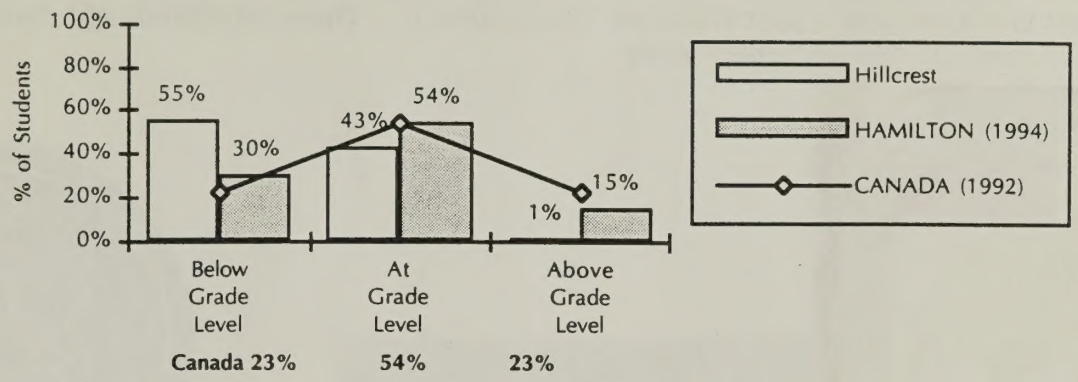


Summary Statement: At Hillcrest, 48% of our Grade 6 students scored AT or ABOVE grade level on the Total Test compared to 68% across Hamilton and 77% nationally.

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 15 of the CAT

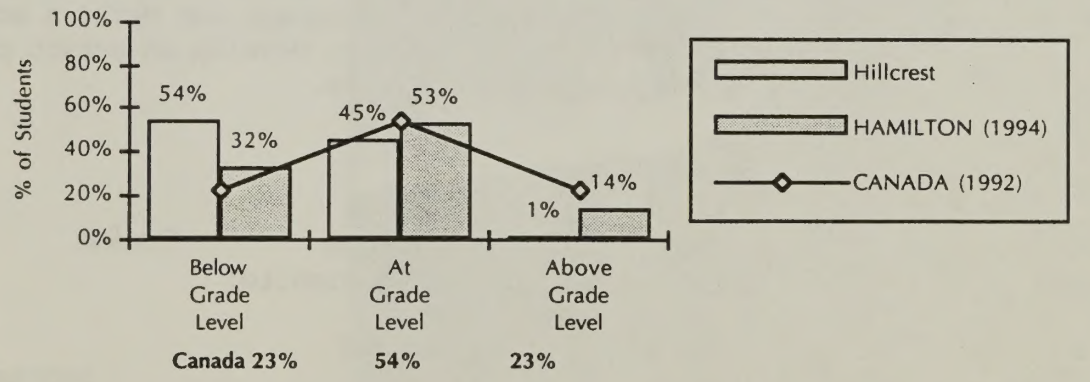
GRADE 6 TEST RESULTS

Reading Total



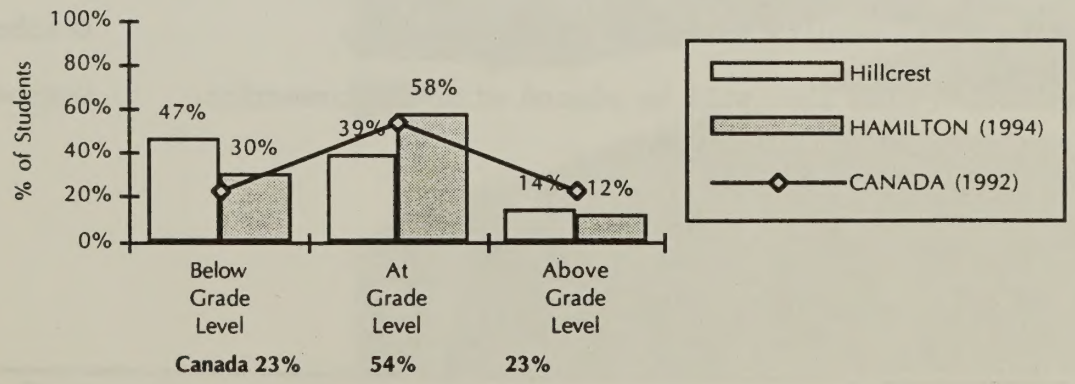
Summary Statement: At Hillcrest, 44 % of our Grade 6 students scored AT or ABOVE grade level on the Reading Test compared to 69% across Hamilton and 77% nationally. (n=76)

Language Total



Summary Statement: At Hillcrest, 46% of our Grade 6 studnets scored AT or ABOVE grade level on the Language Test compared to 67% across Hamilton and 77% nationally. (n=81)

Mathematics Total



Summary Statement: At Hillcrest, 53% of our Grade 6 students scored AT or ABOVE grade level on the Math Test compared to 70% across Hamilton and 77% nationally. (n=75)

School Interpretation: Results in Context

Testing result, using the CAT, show that Grade 6 students entering Hillcrest from three main "feeder" schools are considerably stronger in Math skills than they are in those skills tested in English. It should be noted that 15%(9 students) who completed the entire test are identified as Exceptional. These students all have learning disabilities in the Language area.

School Planning Response

• Area(s) of Focus: As an important component of the continuing implementation of the Common Curriculum, specifically the learning outcomes in Language and Math, a school based committee will be reviewing the CAT scores in order to develop an action plan to bring about change in programming and teaching strategies.

• Process: Within the context of the school plan and a review by the Directions Committee, establish a committee with a view to:

	Timeline
* liasing with junior "feeder" schools for information and program purposes	September 95
* utilizing existing internal school structures (grade 6 team, Special Needs Team) to support both programming and instruction	begin in October 95
* communicating the test results with the school community	October 95
* developing an action plan that will be shared with the community.	October 95

May 1/95
date

principal's signature

HILLSDALE ELEMENTARY SCHOOL

40 Eastwood Street, Hamilton, Ontario L8H 6R7 Telephone: (905) 549-6886

Canadian Achievement Tests (2nd Edition)
Grade 3, 1994-95

Hillsdale Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

Hillsdale is a compensatory education school with a growing contingent of E.S.L. students, higher than average mobility of students, J.K. to Grade 5.

Hillsdale has an active, supportive Home & School Association, with a steady group of volunteers, a dedicated and experienced staff.

Hillsdale's School Plan includes a focus on Literacy.

PARTICIPANTS

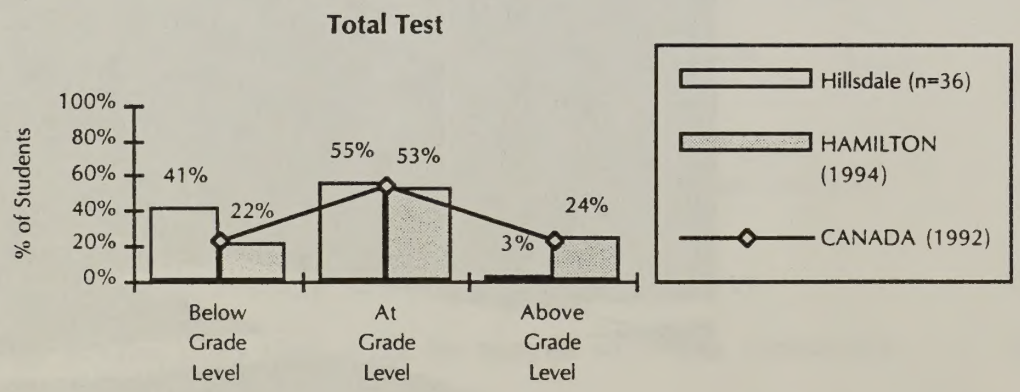
Number of students ENROLLED in Grade 3 39

Number of students for whom part or all of the test was INVALID*: 3	Number of students ABSENT for part or all of test:	Number of students COMPLETING entire test: 36

General Comments on students and the testing process:

The testing was co-ordinated by the principal, and administered by the Learning Resource Teacher with assistance from the classroom teacher where available.

GRADE 3 TEST RESULTS



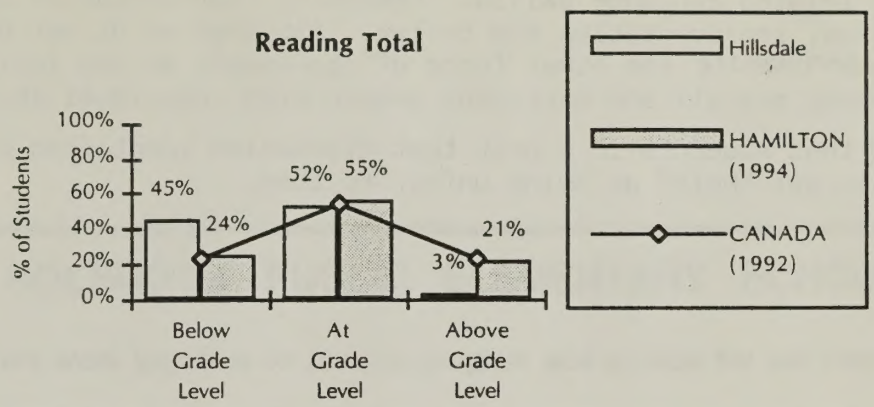
Canada 23% 54% 23%

Summary Statement:

In our school, 58% of the students scored at Grade level and above compared to 77% locally and nationally.

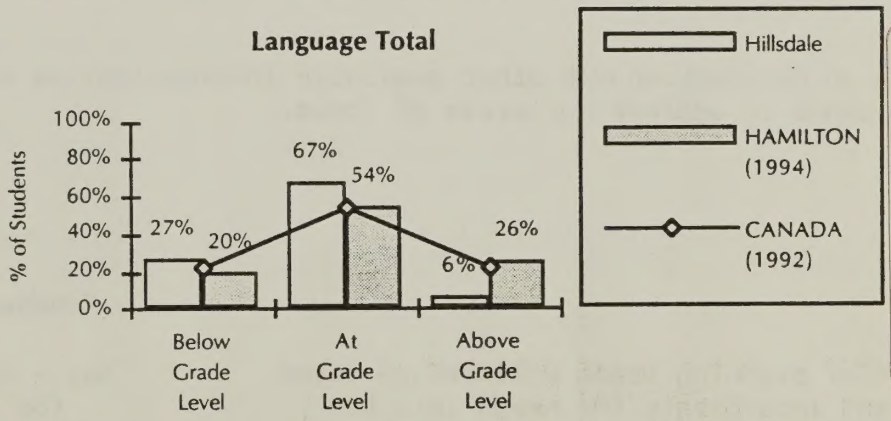
*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

GRADE 3 TEST RESULTS



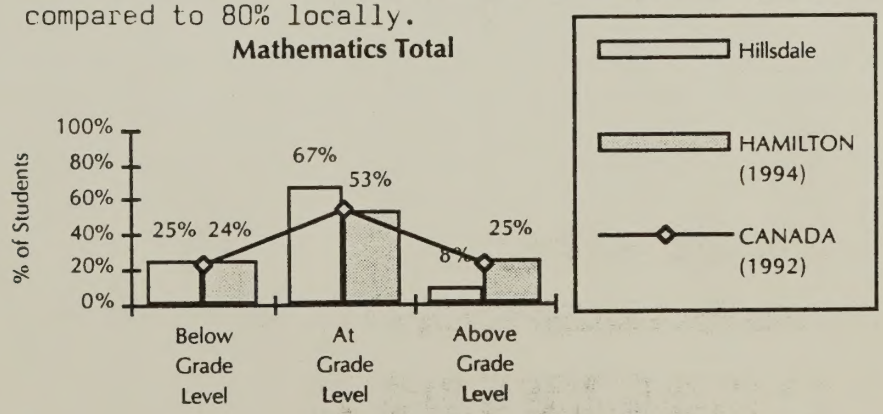
Canada 23% 54% 23%

Summary Statement: In our school 55% of our students scored at grade level or above, compared to 76% locally.



Canada 23% 54% 23%

Summary Statement: In our school 73% of our students scored at grade level or above, compared to 80% locally.



Canada 23% 54% 23%

Summary Statement: In our school 73% of our students scored at grade level or above. compared to 78% locally.

School Interpretation: Results in Context

Our School Plan includes thrusts in the areas of Literacy, focusing on reading, writing, and other related language skills. Community representation is present in the planning stage, implementation and review. Although we do not have complete data to *corroborate* the other forms of assessment we use indicate a continuing improvement overall and excellent growth with individual students.

It should be noted that students in a post test discussion identified the factor of not being able to get "help" as being unfair to them.

School Planning Response

- Area(s) of Focus:

Using these results in conjunction with other available information, we will further refine our plans to address our areas of focus.

- Process:

	Timeline
Our primary and junior planning teams will review these results this term and incorporate the needs into the implementation of the Common Curriculum Outcomes and Standards in the areas of language, reading and spelling.	May - June for September

May 2, 1995
date

principal's signature

HOLBROOK PUBLIC ELEMENTARY SCHOOL

We work together to provide program and service for our community

HOLBROOK

Canadian Achievement Tests (2nd Edition)
Grade 3, 1994-95

Holbrook Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

Holbrook is a Primary/Junior school with approximately 240 students ranging from Junior Kindergarten to Grade 5. Two Special Education classes for children with Physical Exceptionalities are integrated with regular programs for periods of time throughout the day. Our school focus over the past three years has been on the writing process and the integration of technology into the curriculum. Community links have been made through our parent volunteers, the Holbrook Parent Council and through Idlewyld Manor. English is the only language spoken in most of the homes of students and most students remain at Holbrook throughout the school year.

PARTICIPANTS

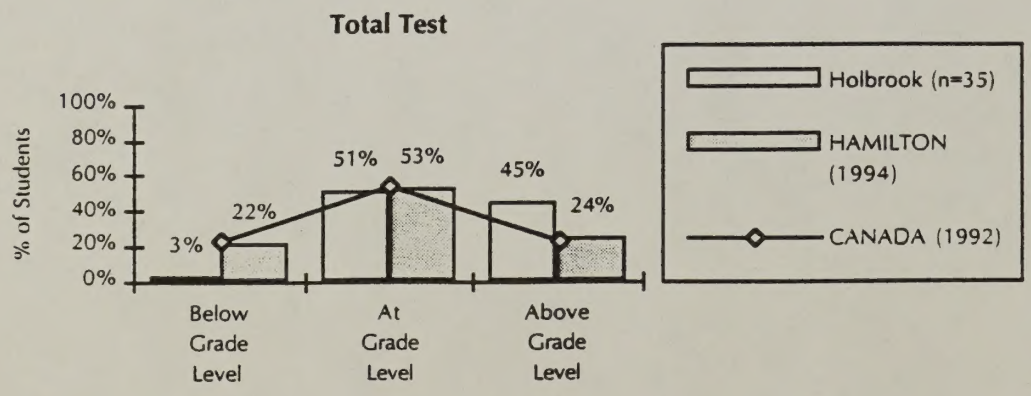
Number of students ENROLLED in Grade 3 40

Number of students for whom part or all of the test was INVALID*: 5	Number of students ABSENT for part or all of test: 0	Number of students COMPLETING entire test: 35

General Comments on students and the testing process:

The Principal coordinated the testing throughout the school and the test was administered by the Principal and classroom teachers who took part in inservice offered by the system. Approximately 12 per cent of the students included in all or part of the test were Exceptional.

GRADE 3 TEST RESULTS



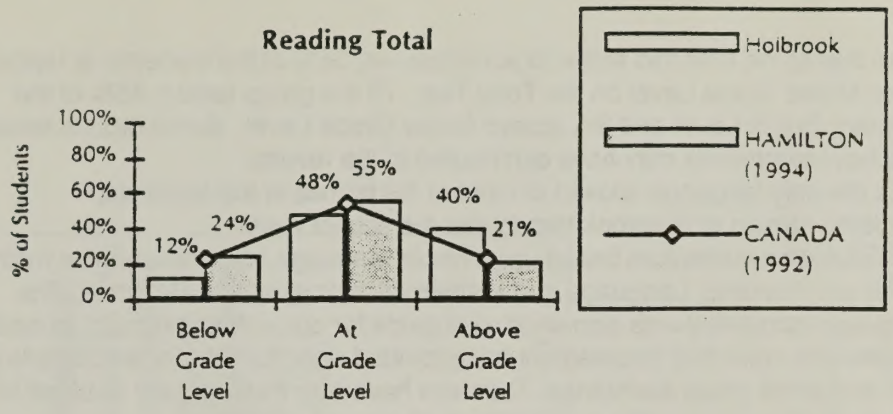
	Below Grade Level	At Grade Level	Above Grade Level
Canada	23%	54%	23%

Summary Statement:

In our school 96% of our Grade 3 students scored At or Above Grade Level on the Total compared to 77% across Hamilton and 77% nationally.

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

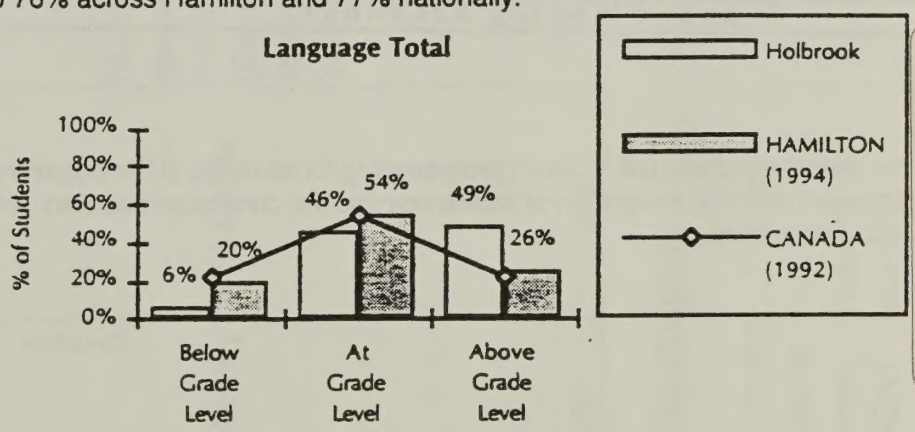
GRADE 3 TEST RESULTS



Canada 23% 54% 23%

Summary Statement:

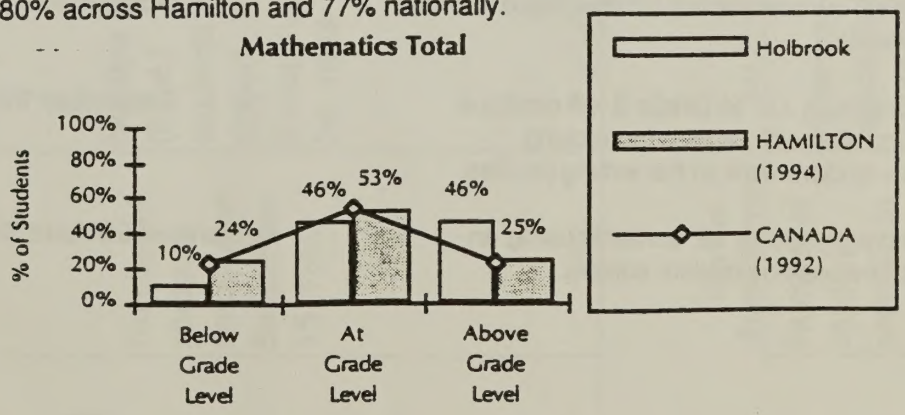
In our school 88% of our Grade 3 students scored At or Above Grade Level on the Reading Total compared to 76% across Hamilton and 77% nationally.



Canada 23% 54% 23%

Summary Statement:

In our school 95% of our Grade 3 students scored At or Above Grade Level on the Language Total compared to 80% across Hamilton and 77% nationally.



Canada 23% 54% 23%

Summary Statement:

In our school 92% of our Grade 3 students scored At or Above Grade Level on the Mathematics Total compared to 78% across Hamilton and 77% nationally. All 40 students in Grade 3 completed all parts of the Mathematics test.

School Interpretation: Results in Context

The results indicate that at the time this test was administered, 96% of the students at Holbrook School scored At or Above Grade Level on the Total Test. Of the group tested, 45% of the students scored Above Grade Level and 3% scored Below Grade Level. Some factors related to the nature of the school community may have contributed to the results:

* English is the only language spoken in most of the homes of the students;
* most students remain at Holbrook throughout the school year.

Hamilton Board of Education curriculum based upon whole language and manipulative math has formed the basis for our Reading, Language and Mathematics programs at Holbrook. The 'Growing Into Language' document was also used as a guide for our writing program. In addition to these programs, extensive volunteer involvement has provided opportunities for teachers to give students individual and small group assistance. Teachers have also been greatly involved in tracking individual students and providing modifications where appropriate.

School Planning Response

• Area(s) of Focus:

For the next two or three years the school will focus on programming for students at the beginning and early developing stages in reading. Integration of technology into the curriculum has also been identified as an area of concentration.

• Process:

	Timeline
The school planning teams will study the results of the C.A.T. test in order to assess future programming needs for the Reading, Language and Mathematics programs.	September '95
Linguistic and phonological awareness will be integrated into the Literacy program at Holbrook.	October '95
Tracking of student writing from J.K. to Grade 5 will continue throughout the school and staff will assess the tracking strategies being used for student work in the writing profiles.	September '95
Staff will continue to plan program for all students using an active learning approach based on problem solving.	September '95-June '96

May 5/95
date

principal's signature

STUDENT TRANSFERS

HAMILTON	*26802*	*24032*	*90%*	*10%*	*3105*	*3080*
	Number of students enrolled on September 15, 1993	Number of (Sept.) students who stayed through June 26, 1994	% Stationary	% Mobile	Number of students who transferred IN (Sept. 15/93 to June 26/94)	Number of students who transferred OUT (Sept. 15/93 to June 26/94)
SCHOOL						
198	*253*	*234*	*92%*	*8%*	*15*	*22*

PARTICIPANTS

Data from Research Services	Data from C.A.T. class lists submitted		Data from C.A.T. reports
Number of students enrolled in Grade 3 on November 30, 1994	Number of students for whom part or all of the test was INVALID	Number of students ABSENT (from school) for part or all of the test	Number of students COMPLETING entire test
40	5	0	35

✓ 40 Students accounted for.

CK

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE 3

1994-95

HUNTINGTON PARK SCHOOL

Canadian Achievement Tests (2nd Edition)
Grade 3, 1994-95

Huntington Park Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

Huntington Park School serves students from three residential communities, with homes ranging from the lower to the higher ends of the housing market, the majority being from mid-size, family homes. Families are non-transient, so there is little transferring in or out during the year. Although several cultures are represented in our school population, they are a small minority of the total group. We have a Behaviour Exceptionality class and a class of profoundly Developmental students, none of whom live in our designated school area. All areas of the scool community are generally highly supportive of school programme and initiatives.

PARTICIPANTS

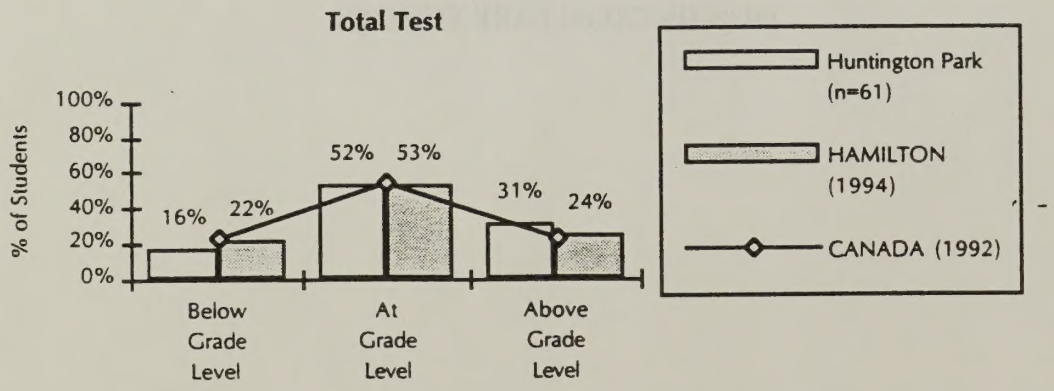
Number of students ENROLLED in Grade 3 63

Number of students for whom part or all of the test was INVALID*: 2	Number of students ABSENT for part or all of test: 0	Number of students COMPLETING entire test: 61

General Comments on students and the testing process:

Students are in two straight grade 3 classes and one split grade 2/3 class.
The test was administered by the classroom teachers in the former, and by the LRT to the latter.
Test guidelines were followed and steps were taken to minimize distractions.

GRADE 3 TEST RESULTS



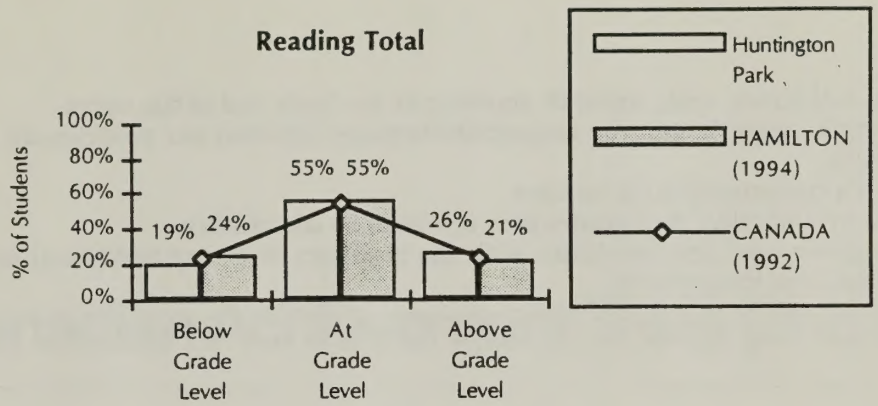
	Below Grade Level	At Grade Level	Above Grade Level
Canada	**23%**	**54%**	**23%**

Summary Statement:

On the total grade 3 test, 83% of the students scored at or above grade level compared to 77% across Hamilton and 77% nationally.

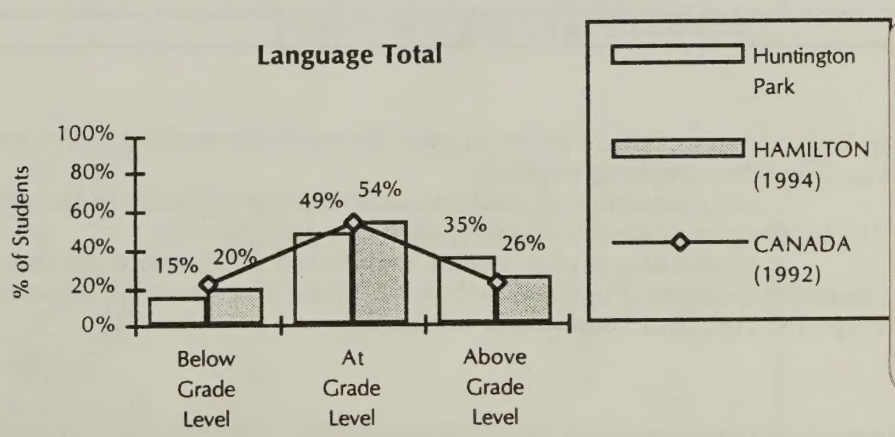
*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

GRADE 3 TEST RESULTS



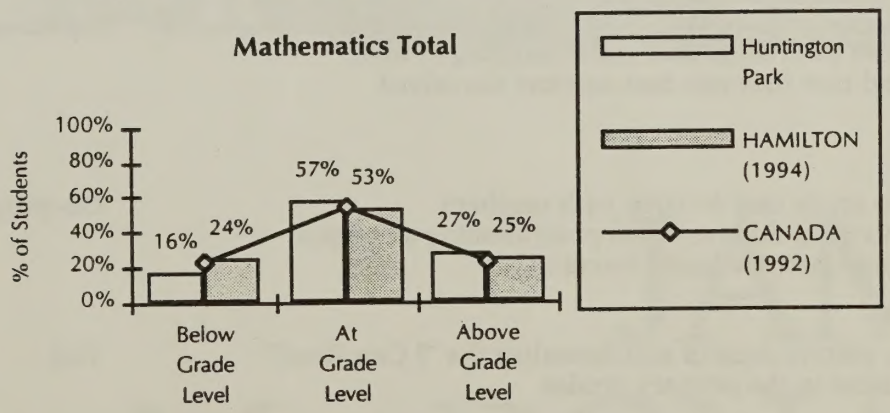
Canada 23% 54% 23%

Summary Statement: In Reading, 81% of the grade 3 students scored at or above grade level, in comparison to 76% across Hamilton and 77% nationally.



Canada 23% 54% 23%

Summary Statement: Language results show 84% of the students at or above grade 3 level compared to 80% across Hamilton and 77% nationally.



Canada 23% 54% 23%

Summary Statement: 84% of the grade 3 students scored at or above grade level on this mathematics test in comparison to 78% across Hamilton and 77% nationally.

School Interpretation: Results in Context

Results follow a normal bell curve, with strength showing at the high end of the curve.
Math results show strength, even though the largest discrepancy between our programme and the test content is in this area.
Results are indicative of a community such as ours
That learning is valued by both staff and students is reflected in the results.
Numbers testing below grade level are consistent with the numbers receiving additional assistance through our Learning Resource Programme.

School Planning Response

- Area(s) of Focus:

Focus for planning will include - developing on-going support for students working below grade level as indicated on this test and by other tracking methods
- early screening of students experiencing difficulty in the primary grades, including use of the kindergarten speech and language screening process
- continuing to plan strong, skill-based classroom programmes with an emphasis on process learning, supported by the Teacher-Librarian, the Learning Resource Teacher, and a strong group of Parent and Community volunteers.

- Process:

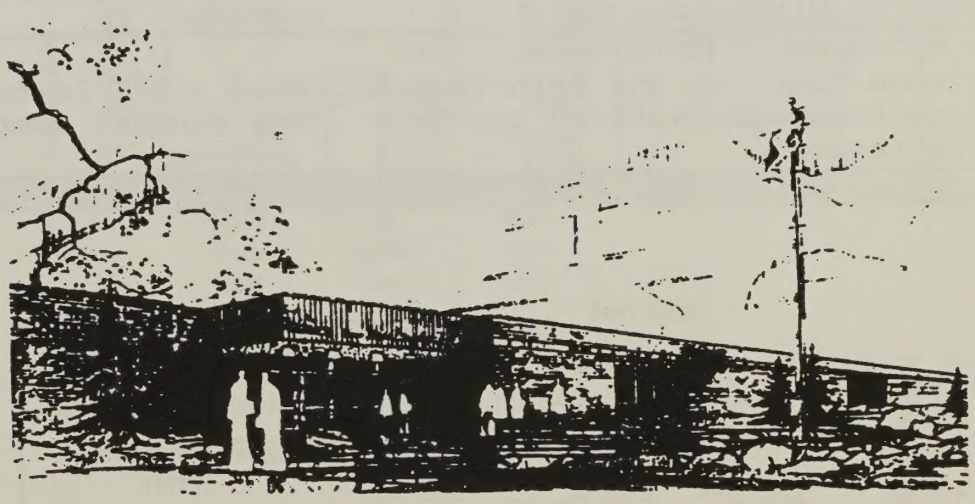
	Timeline
Division and grade planning between teachers and LRT to identify students at risk, and to provide continuity of remedial programming from this year to next.	September
A series of Parent Information sessions on children's learning development to increase awareness and understanding of their children's progress and how they can best support the school programme.	Beginning October
On-going planning by grade and division with teachers and support staff to develop differentiated programming strategies including technology and resource-based learning.	On-going
The development of a plan to expand and formalize the "I Can Read" home reading programme in the primary grades.	Fall

1995 05 05
date

Eileen Collins
principal's signature

Canadian Achievement Tests (2nd Ed.)

GRADE 3
1994 - 1995



JAMES
MacDONALD

Canadian Achievement Tests (2nd Edition)
Grade 3, 1994-95

James Macdonald Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

James MacDonald is a JK to Grade 5 school. There are two Special Education classes (SLD) and operates with a half-time Learning Resource Program. The present enrolment is 259 students. According to 1993 statistics, our present population has a mobility rate of 6%.

The school community is a strong one, involving parents in a Volunteer Program and receiving support from a Parent Interest Group.

PARTICIPANTS

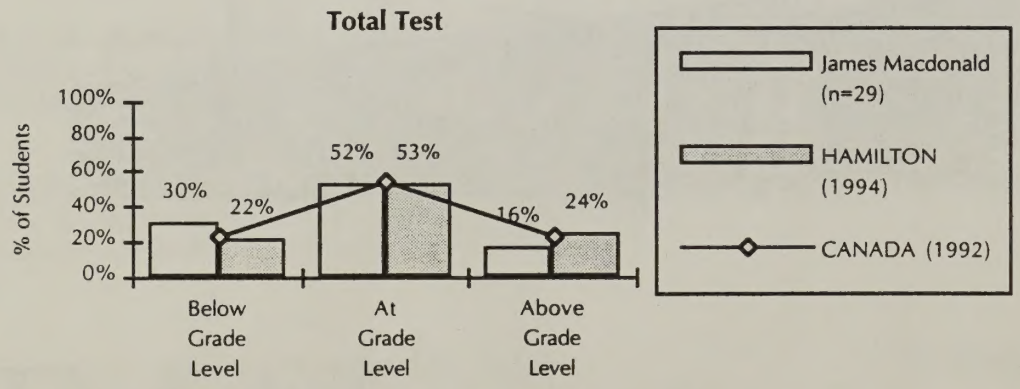
Number of students ENROLLED in Grade 3 31

Number of students for whom part or all of the test was INVALID*: 0	Number of students ABSENT for part or all of test: 2	Number of students COMPLETING entire test: 29

General Comments on students and the testing process:

The Gr. 3 classroom Teachers and Principal attended a CAT In-service. The classroom teachers administered the test. One student completed only part of the test.

GRADE 3 TEST RESULTS



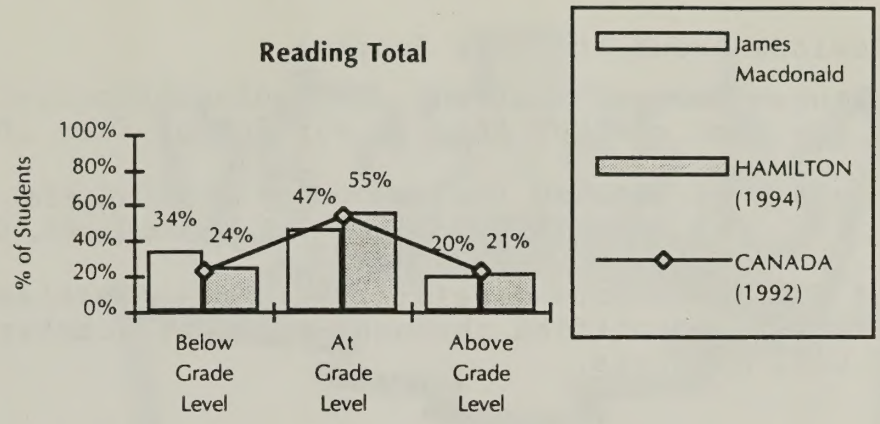
Canada 23% 54% 23%

Summary Statement:

In our school, 68% of our Gr. 3 students scored At or Above Grade Level overall, as compared to 77% across Hamilton and 77% nationally.

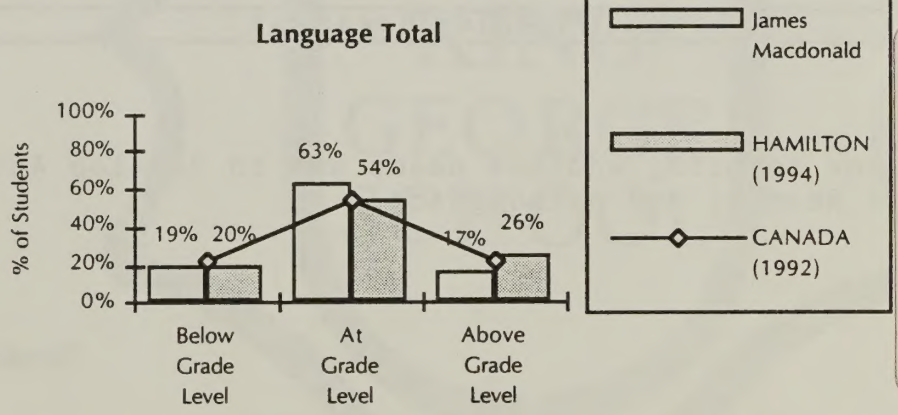
*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

GRADE 3 TEST RESULTS



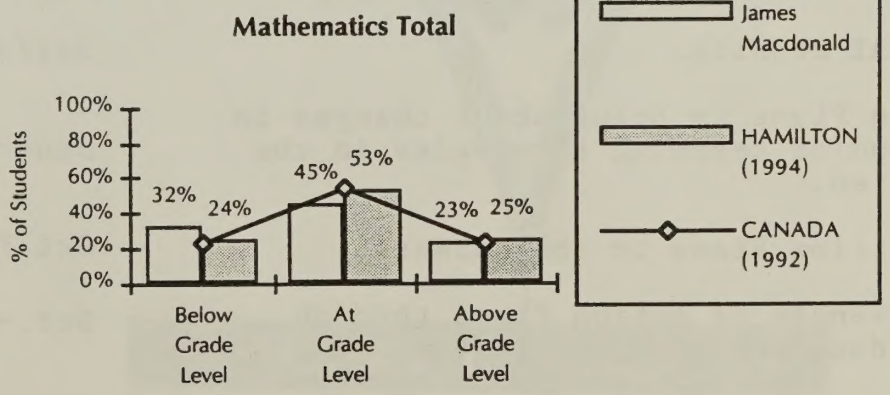
Canada 23% 54% 23%

Summary Statement: In our school, 67% of our Gr. 3 students scored At or Above Grade Level on Reading compared to 76% across Hamilton and 77% nationally.



Canada 23% 54% 23%

Summary Statement: In our school, 80% of our Gr. 3 students scored At or Above Grade Level on Language compared to 80% across Hamilton and 77% nationally.



Canada 23% 54% 23%

Summary Statement: In our school, 68% of our Gr. 3 students scored At or Above Grade Level on Mathematics compared to 78% across Hamilton and 77% nationally.

School Interpretation: Results in Context

Statements/Conclusions About the Test Scores:

(1) Strengths: Language Area (Spelling, Mechanics, Expression)
(Spelling has been a FOCUS AREA in our School Plan this year).

(2) Areas To Address: a) READING (Comprehension, Word Analysis, Vocabulary)
b) MATHEMATICS (Concepts & Applications, Computation)

(3) Percentage of Gr. 3 students receiving Resource Assistance: 15%.
These students were identified through Principal/Teacher Appraisal meetings and DART meetings.

School Planning Response

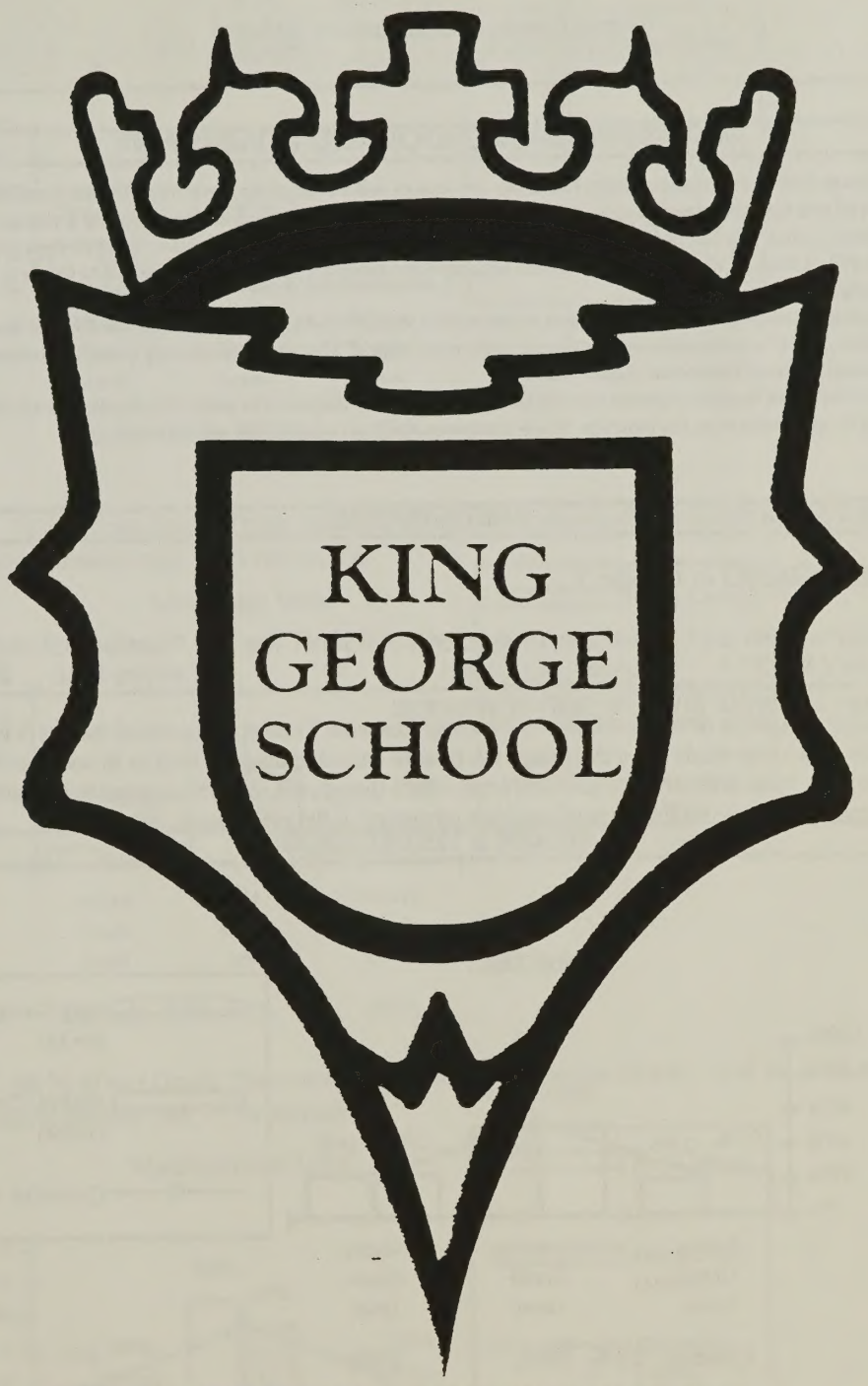
• Area(s) of Focus:

A need to examine results, address needs and to develop Action Plans in the areas of Reading and Mathematics.

• Process:	Timeline
1) Submit CAT School Report to Program Dept. and Superintendent of Schools.	May 1995
2) Celebrate positive aspects of the results.	May/June '95
3) Analyse the CAT results.	May/June '95
4) Develop Action Plans to bring about changes in programming and/or teaching strategies in the areas identified.	June-Sept. '95
5) Communicate Action Plans to the parents.	Oct./Nov. '95
6) Track effectiveness of Action Plans through observation, documentation and testing.	Oct.-May '96

May 5, 1995
date

J. Mackrory
principal's signature



CAT 3

Canadian Achievement Tests (2nd Edition)
Grade 3, 1994-95

King George Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

King George School is a Compensatory Education site located in the heart of the lower city. The surrounding area is a mixture of residential/commercial and industrial development. The school was constructed in 1911 and has been used for a variety of purposes: elementary school, boys' handicraft school, the 184 bed Hamilton Military Hospital and a boys' vocational school. In 1913 it was the largest elementary school in Hamilton with a student body of 1349. Today it provides education for students from Junior Kindergarten to Grade 6. The population is now 238 students and 13 teachers.

The student population is stable. In the most recent audited year, 1993-94, statistics indicate that 89 % of the student population was stationary. The remaining 11 % was mobile and is reflected in the movement of 35 students transferring in and 34 students transferring out. The majority of this movement occurs from rental accommodation.

There is a small but supportive parent support group whose primary purpose is to assist the school's delivery of program through the provision of funding for curricular trips, the purchase of new equipment and treat supplies for special events.

PARTICIPANTS

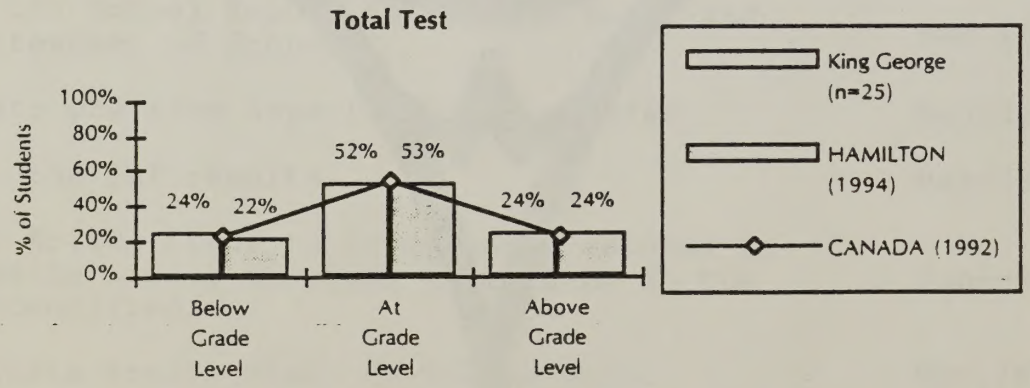
Number of students ENROLLED in Grade 3 25

Number of students for whom part or all of the test was INVALID*: 0	Number of students ABSENT for part or all of test: 0	Number of students COMPLETING entire test: 25

General Comments on students and the testing process:

The testing process is co-ordinated by the Learning Resource Teacher. The actual testing is conducted by the classroom teachers. Inservice needs are met through the Board's annual updates as well as in house activities. We do have ESL students who have been deemed to be at a skill level where they do not require a segregated program and are fully part of the existing program. There are no Exceptional students integrated at the grade three level.

GRADE 3 TEST RESULTS



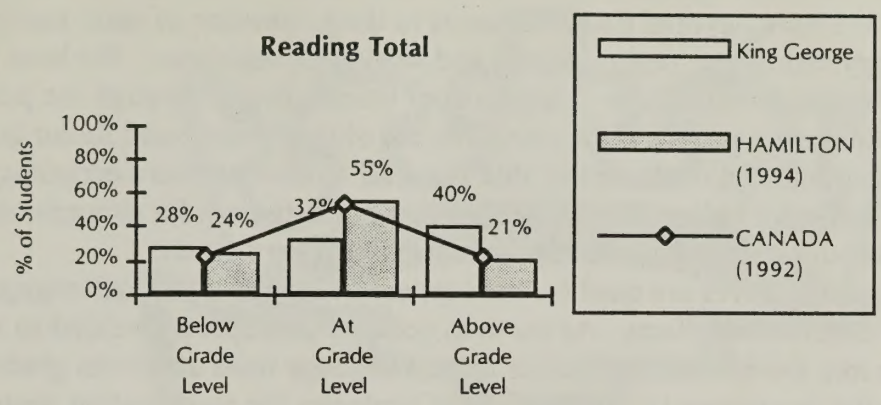
Canada 23% 54% 23%

Summary Statement:

In our school, 76 % of our Grade Three students scored At or Above Grade Level on the Total Test compared to 77 % across Hamilton and 77 % nationally..

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

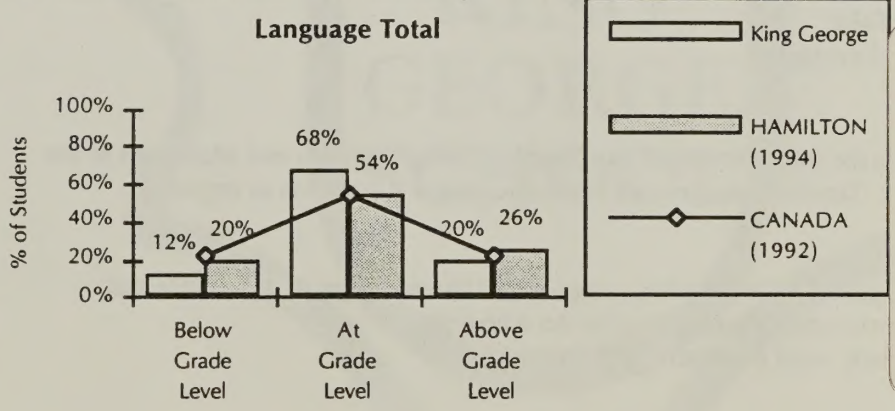
GRADE 3 TEST RESULTS



Canada 23% 54% 23%

Summary Statement:

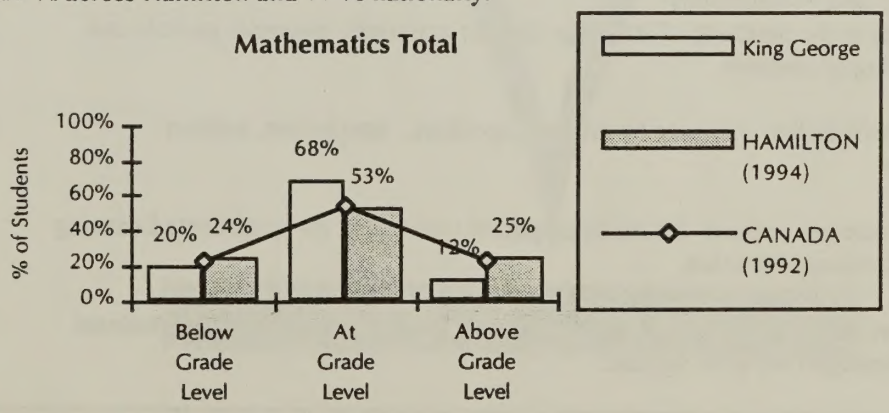
In our school, 72 % of our Grade Three students scored At or Above Grade Level on the Reading Test compared to 76 % across Hamilton and 77 % nationally.



Canada 23% 54% 23%

Summary Statement:

In our school, 88 % of our Grade Three students scored At or Above Grade Level on the Language Test compared to 80 % across Hamilton and 77 % nationally.



Canada 23% 54% 23%

Summary Statement:

In our school, 80 % of our Grade Three students scored At or Above Grade Level on the Mathematics Test compared to 78 % across Hamilton and 77 % nationally.

School Interpretation: Results in Context

We acknowledge the success of this group of Grade Three students. As part of the school plan over the past three years we have targeted two main curricular areas: Literacy and Enhancement of the Mathematics program. We have devoted fiscal resources to the acquisition of math manipulatives, computer software, library resources, text resources and workbook resources. We have tied into available enhancement monies from the area to support our literacy theme through the purchase of big books, and taped read-along stories. We made extensive use of the Primary and Junior consultants, brought in story tellers, authors and made certain that key staff motivators were encouraged to take in conferences relevant to our school plan. We engage in cross grade themes for program delivery and involved parents in homework partnerships to support their youngsters' needs.

In mathematics manipulatives are used for concept enhancement. The staff engage in the use of informal math drills to reinforce basic facts. As much as possible concepts are related to real life situations by tying them into Environmental Studies units, Language units and cross grade (integrated) themes. We encourage the youngsters to use a variety of strategies for computation geared to their learning style.

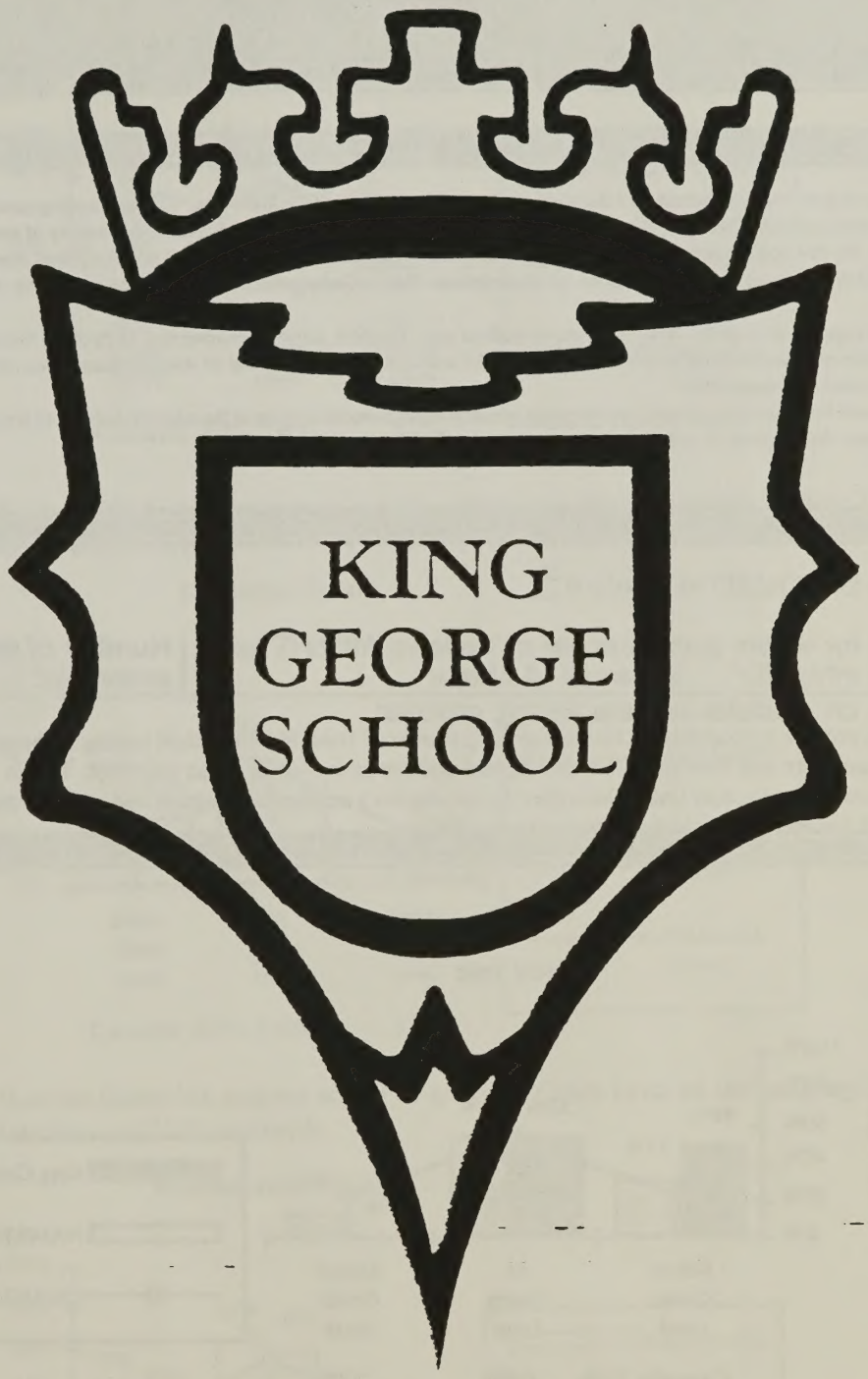
School Planning Response

- Area(s) of Focus: Literacy
  Mathematics

Program	Timeline
Writing to Read	
Continue to work on the improvement of this program through revision and adaptation to the needs of the students. Teachers monitor and make mid-course corrections as required.	Sept. - June
Computer Laboratory	
Continue to provide updated software which supports our literacy target and the outcomes we've targeted. Financial commitment is tied to the school plan.	Sept.
Continue to provide daily word processing time in the lab for each class.	Sept. - June
Continue to provide challenging math software to foster problem solving and computation mastery.	Sept.
Continue to provide daily math time in the lab for each class.	Sept. - June
Resource Support : Literacy and Mathematics	
Commit budget monies to the purchase of language support materials, materials parents can borrow for home helping of students.	June
Continue to provide staff/student inservice by bringing speakers, storytellers, authors and plays to the school.	Sept. - June
Continue the level of resource support for students: parent volunteers, co-op students, Learning Resource Teacher and teacher-librarian.	Sept. - June
Continue the pro-active use of Diagnostic and Remediation Team meetings to assess students at risk and develop strategies for their success.	Sept. - June

1995 05 02
date

principal's signature



CAT 6

[illegible]

[illegible] SCHOOL

NATURE OF THE SCHOOL AND COMMUNITY

King George School is a Compensatory Education site located in the heart of the lower city. The surrounding area is a mixture of residential/commercial and industrial development. The school was constructed in 1911 and has been used for a variety of purposes: elementary school, boys' handicraft school, the 184 bed Hamilton Military Hospital and a boys' vocational school. In 1913 it was the largest elementary school in Hamilton with a student body of 1349. Today it provides education for students from Junior Kindergarten to Grade 6. The population is now 238 students and 13 teachers.

The student population is stable. In the most recent audited year, 1993-94, statistics indicate that 89 % of the student population was stationary. The remaining 11 % was mobile and is reflected in the movement of 35 students transferring in and 34 students transferring out. The majority of this movement occurs from rental accommodation.

There is a small but supportive parent support group whose primary purpose is to assist the school's delivery of program through the provision of funding for curricular trips, the purchase of new equipment and treat supplies for special events.

PARTICIPANTS

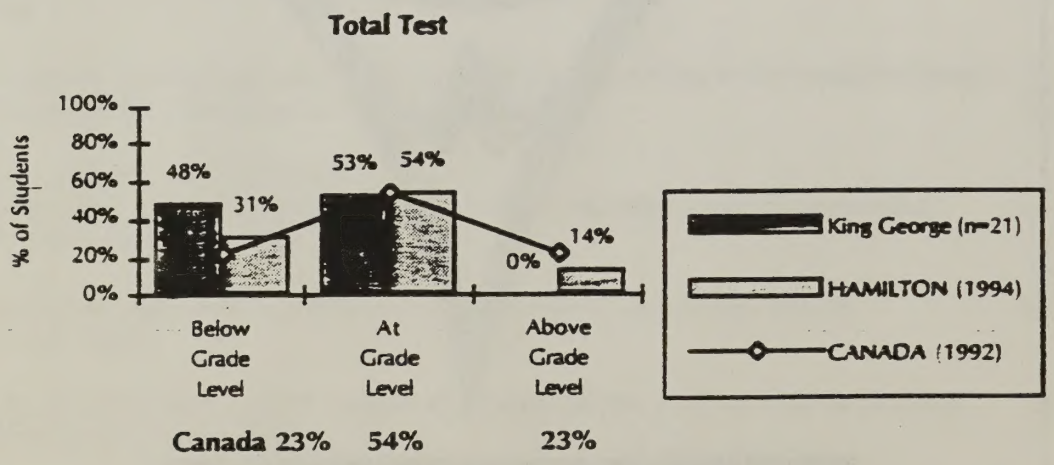
Number of students ENROLLED in Grade 6 22

Number of students for whom part or all of the test was INVALID*: 0	Number of students ABSENT for part or all of test: 1	Number of students COMPLETING entire test: 21

General Comments on students and the testing process:

The testing process is co-ordinated by the Learning Resource Teacher. The actual testing is conducted by the classroom teachers. Inservice needs are met through the Board's annual updates as well as in house activities. We do have 2 ESL students who have been deemed to be at a skill level where they do not require a segregated program and are fully part of the existing program. There are 3 Exceptional students in the grade six class.

GRADE 6 TEST RESULTS



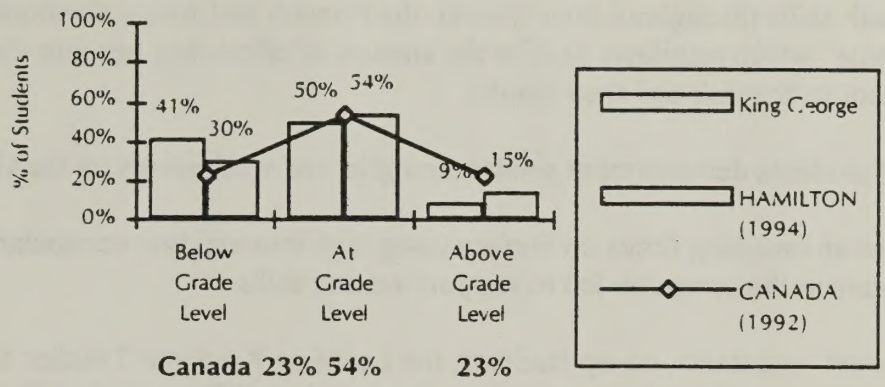
Summary Statement:

In our school, 53 % of our Grade Six students scored At or Above Grade Level on the Total Test compared to 68 % across Hamilton and 77 % nationally..

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 15 of the CAT

GRADE 6 TEST RESULTS

Reading Total

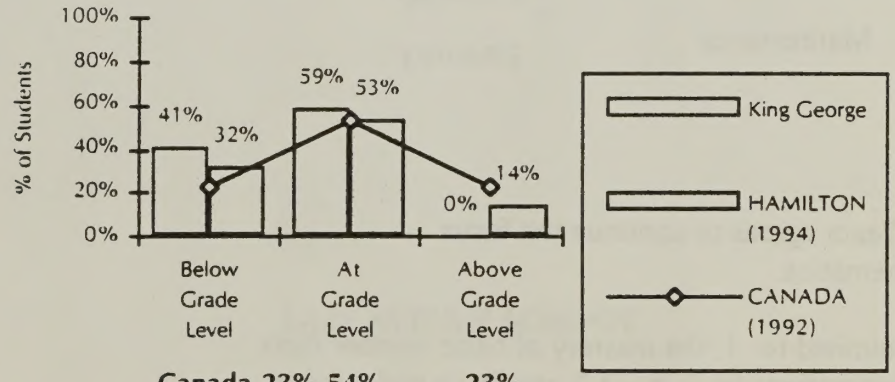


Canada 23% 54% 23%

Summary Statement:

In our school. 59 % of our Grade Six students scored At or Above Grade Level on the Reading Test compared to 69 % across Hamilton and 77 % nationally.

Language Total

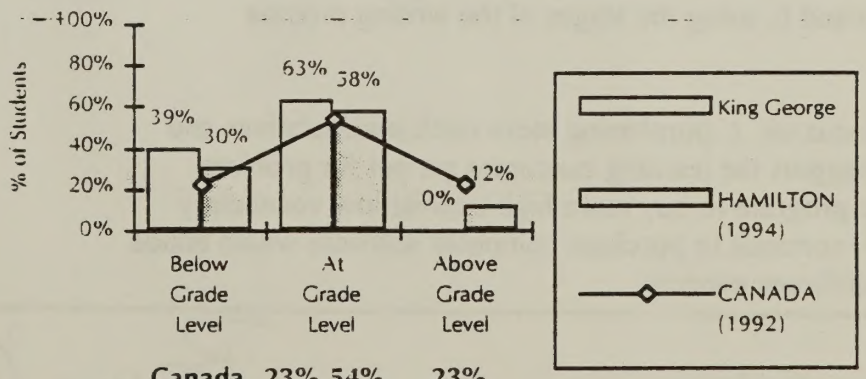


Canada 23% 54% 23%

Summary Statement:

In our school. 59 % of our Grade Six students scored At or Above Grade Level on the Language Test compared to 67 % across Hamilton and 77 % nationally.

Mathematics Total



Canada 23% 54% 23%

Summary Statement:

In our school. 63 % of our Grade Six students scored At or Above Grade Level on the Mathematics Test compared to 70 % across Hamilton and 77 % nationally.

School Interpretation: Results in Context

Within the group of 22 students who took the test, there are 3 students deemed exceptional, communication, regular class placement; 2 students with English As a Second Language background and 6 students who are "at risk" academically who have been monitored and provided with extra assistance with language and math skills throughout their time in the Primary and Junior divisions. These students may exhibit "test fatigue" which manifests itself in the amount of effort they put into the exercise and may affect their commitment to the task and their results.

This group of students demonstrated similar strengths and weaknesses on the Grade 3 Test.

There has been an on-going focus on literacy using high interest, low vocabulary materials and wide use of the software in the computer lab to support writing skills.

The use of parent volunteers, co-op students, the Learning Resource Teacher and the teacher-librarian to address student needs has been on-going. Diagnostic and Remediation Team meetings have assessed the students' needs and the necessary interventions have been tried.

School Planning Response

- Area(s) of Focus: Literacy

  Mathematics

Process	Timeline
The Junior Division Team agrees to continue the focus on Literacy and Mathematics.	Sept. - June
Extra time will be commited to: 1. the mastery of basic number facts within the four basic operations (+, -, x, -) 2. reading a wider range of more complex and abstractmaterials independently 3. using a variety of strategiesto read and respond to texts 4. using the rules of English spelling consistently and correctly and identify root words, prefixes and suffixes and consulting a dictionary to confirm spelling, pronunciation and meaning 5. writing to communicate information and to describe feelings and 6. using the stages of the writing process more independently.	Sept. - June
Budget priorities will focus on: 1. purchasing more math manipulatives and computer software to support the learning outcomes set out for problem solving 2. continue the program to buy more high interest low vocabulary reading material and 3. continue to purchase computer software which builds basic skill levels and reinforces mastery.	May - June

1995 05 02
date

Bruce Mai
principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE 3

1994-95

LAKE AVENUE SCHOOL

Canadian Achievement Tests (2nd Edition)
Grade 3, 1994-95

Lake Avenue Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

The area served by Lake Avenue School has a large population of new Canadians representing many ethnic, cultural and religious groups. Approximately two-thirds of our students were born outside of Canada in non-English speaking countries. Many of these students lived in refugee camps prior to their arrival in Canada and received no schooling. A large percentage of our parents have little or no English. Meeting the diverse academic, social and emotional needs of our students and families is a complex and challenging task for the Lake Avenue staff.

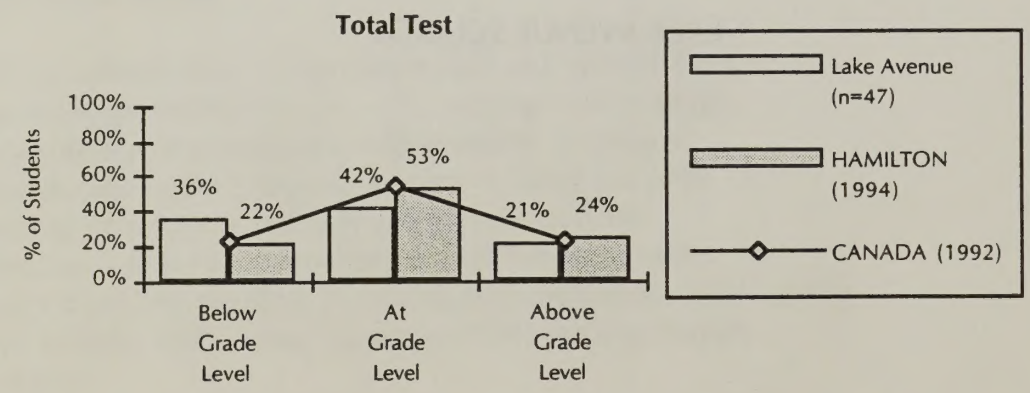
PARTICIPANTS

Number of students ENROLLED in Grade 3 51

Number of students for whom part or all of the test was INVALID*: 4	Number of students ABSENT for part or all of test: 0	Number of students COMPLETING entire test: 47

General Comments on students and the testing process: The tests were coordinated and administrated by the Learning Resource Teacher. Both the classroom teachers and the LRT received in-service on interpreting the results and using them to address programming needs. Approximately 60% of the students tested have English as a Second Language.

GRADE 3 TEST RESULTS

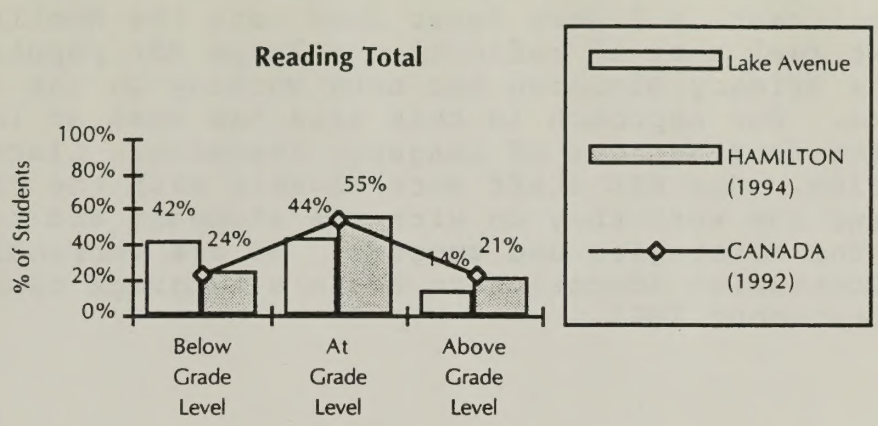


	Below Grade Level	At Grade Level	Above Grade Level
Canada	23%	54%	23%

Summary Statement: In our school, 63% of our Grade 3 students scored At or Above Grade Level on the Total Test compared to 77% across Hamilton and 77% nationally.

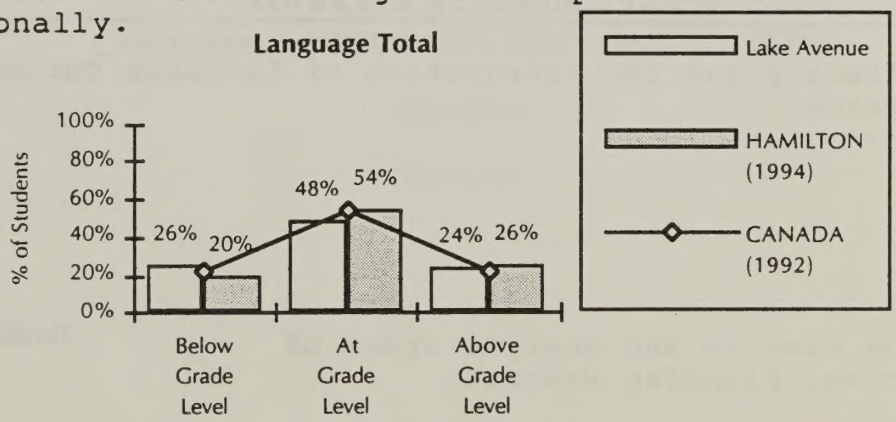
*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

GRADE 3 TEST RESULTS



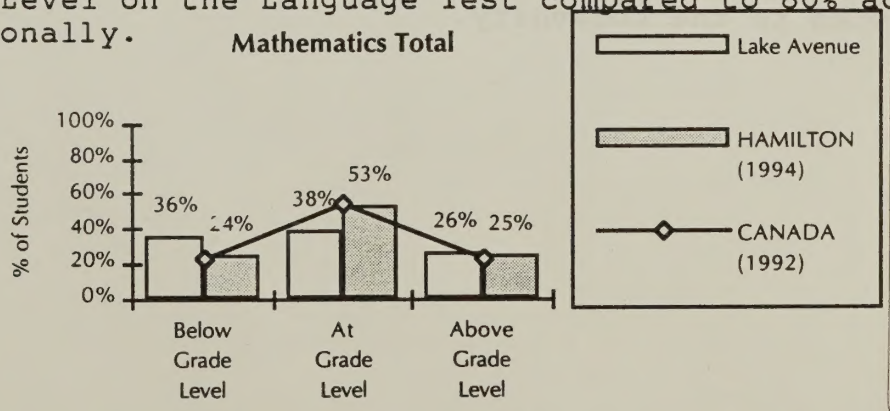
Canada 23% 54% 23%

Summary Statement: In our school, 58% of our Grade 3 students scored At or Above Grade Level on the Reading Test compared to 76% across Hamilton and 77% nationally.



Canada 23% 54% 23%

Summary Statement: In our school 72% of our Grade 3 students scored At or Above Grade Level on the Language Test compared to 80% across Hamilton and 77% nationally.



Canada 23% 54% 23%

Summary Statement: In our school, 64% of our Grade 3 students scored At or Above Grade Level on the Mathematics Test compared to 78% across Hamilton and 77% nationally.

School Interpretation: Results in Context

Although only 63% of our Grade 3 students scored At or Above Grade Level on the Total test, a figure lower than both the Hamilton and national ones, we feel that it reflects our large ESL population. In 1994-1995, the Primary Division has been working on the implementation of Spelling Sense. Our approach in this area has been an integrated one, combining the four aspects of Language learning: Listening, Speaking, Reading and Writing. Our ESL staff work closely with the classroom teachers to extend the work they do with the students and to provide additional teaching strategies and support. We are currently working with Adult and Continuing Education to begin a Language class for our ESL parents in September 1995.

School Planning Response

- Area(s) of Focus: Literacy and the integration of Language Outcomes along with Provincial Standards.

- Process: Review the results and analyse areas of focus for the School Planning Process. — Timeline May-June

  We will identify areas within our focus on Literacy and integrate this into the work that we do on the Common Curriculum. — September

  Communicate the plan to the community. — November

1995/05/02
date

S. Nolan
principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE 6

1994-95

LAKE AVENUE SCHOOL

Canadian Achievement Tests (2nd Edition)
Grade 6, 1994-95

Lake Avenue Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

The area served by Lake Avenue School has a large population of new Canadians representing many ethnic, cultural and religious groups. Approximately two-thirds of our students were born outside of Canada in non-English speaking countries. Many of these students lived in refugee camps prior to their arrival in Canada and received no schooling. A large percentage of our parents have little or no English. Meeting the diverse academic, social and emotional needs of our students and families is a complex and challenging task for the Lake Avenue staff.

PARTICIPANTS

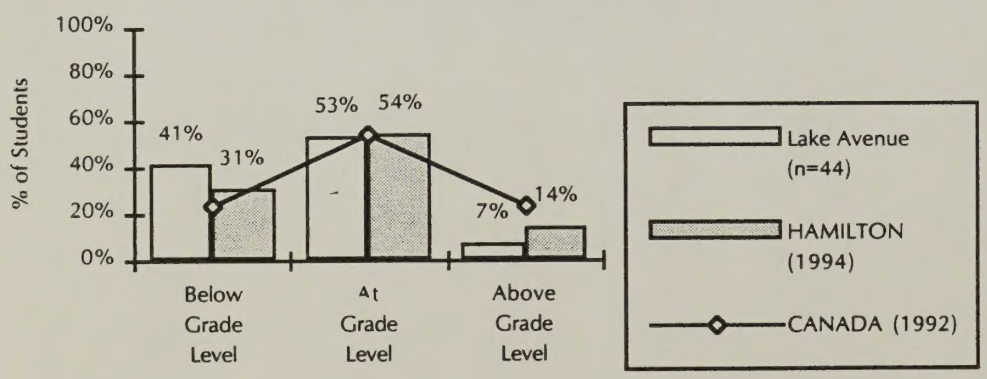
Number of students ENROLLED in Grade 6 58

Number of students for whom part or all of the test was INVALID*: 4	Number of students ABSENT for part or all of test: 10	Number of students COMPLETING entire test: 44

General Comments on students and the testing process: The tests were coordinated and administrated by the Learning Resource Teacher. Both the classroom teachers and the LRT received in-service on interpreting the results and using them to address programming needs. Approximately 60% of the students tested have English as a Second Language.

GRADE 6 TEST RESULTS

Total Test



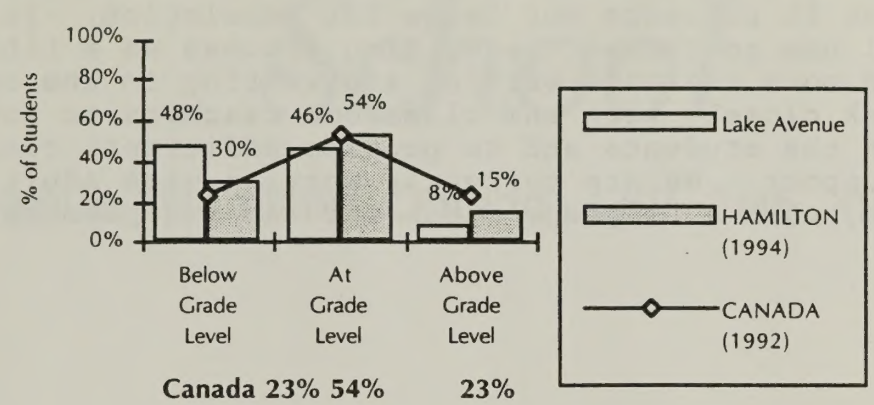
	Below Grade Level	At Grade Level	Above Grade Level
Canada	23%	54%	23%

Summary Statement: In our school, 60% of our Grade 6 students scored At or Above Grade Level on the Total Test compared to 68% across Hamilton and 77% nationally.

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 15 of the CAT

GRADE 6 TEST RESULTS

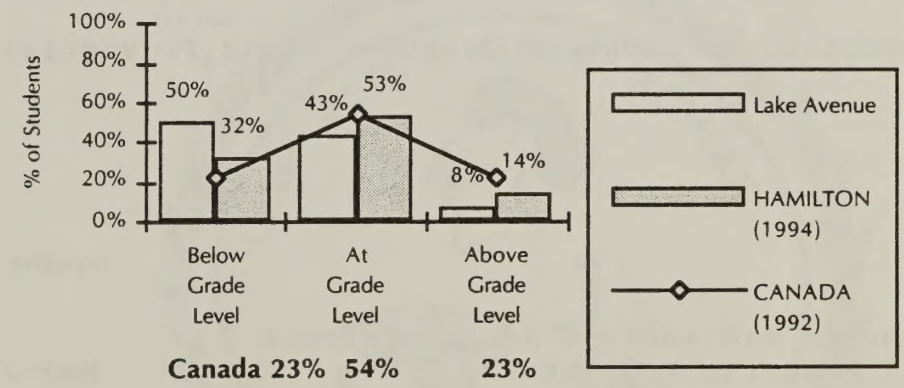
Reading Total



Canada 23% 54% 23%

Summary Statement: In our school, 54% of our Grade 6 students scored At or Above Grade Level on the Reading Test compared to 69% across Hamilton and 77% nationally.

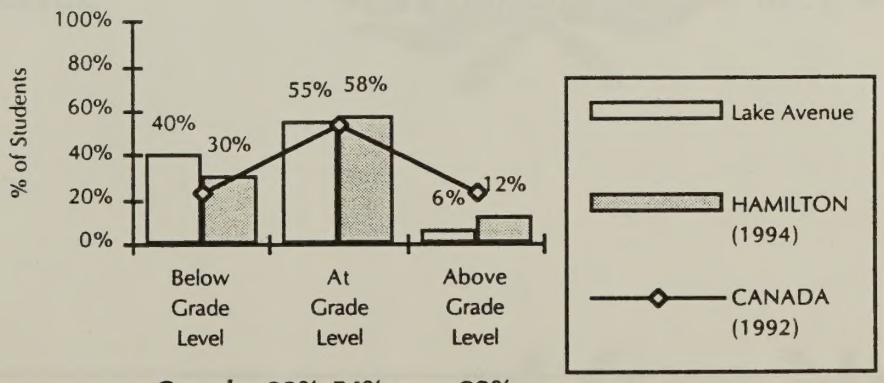
Language Total



Canada 23% 54% 23%

Summary Statement: In our school 51% of our Grade 6 students scored At or Above Grade Level on the Language Test compared to 67% across Hamilton and 77% nationally.

Mathematics Total



Canada 23% 54% 23%

Summary Statement: In our school, 61% of our Grade 6 students scored At or Above Grade Level on the Mathematics Test compared to 70% across Hamilton and 77% nationally.

School Interpretation: Results in Context

Although only 60% of our Grade 6 students scored At or Above Grade Level on the Total Test, a figure lower than both the Hamilton and national ones, we feel that it reflects our large ESL population. In 1994-1995, the Middle School has addressed the Writing Process as a Literacy focus. This has included both creative writing and writing in the content areas. Our ESL staff work closely with the classroom teachers to extend the work they do with the students and to provide additional teaching strategies and support. We are currently working with Adult and Continuing Education to begin a Language class for our ESL parents in September 1995.

School Planning Response

- Area(s) of Focus:

Literacy and integration of Language Outcomes along with Provincial Standards.

- Process:

	Timeline
1. Review the results and analyse areas of focus for the School Planning Process.	May-June
2. We will identify areas within our focus on Literacy and integrate this into the work that we do on the Common Curriculum.	September
3. Communicate the plan to the community.	November

1995/05/02
date

S. Nolan
principal's signature

-196-

Lawfield Middle School

175 Berko Avenue Hamilton, Ontario L8V 2R5 (905) - 387 - 0062

..... A Great Place to Learn

Canadian Achievement Tests (2nd Edition)
Grade 6, 1994-95

Lawfield Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

Lawfield is a Middle School with an enrolment of 377 students between Grades 6 - 8. Lincoln Alexander, Richard Beasley and Vern Ames are the JK - 5 feeder schools for Lawfield. At the time of the CAT/2 testing, our Grade 6 students were making the transition to Middle School which involves meeting new peers and teachers, adjusting to new routines and programs.

PARTICIPANTS

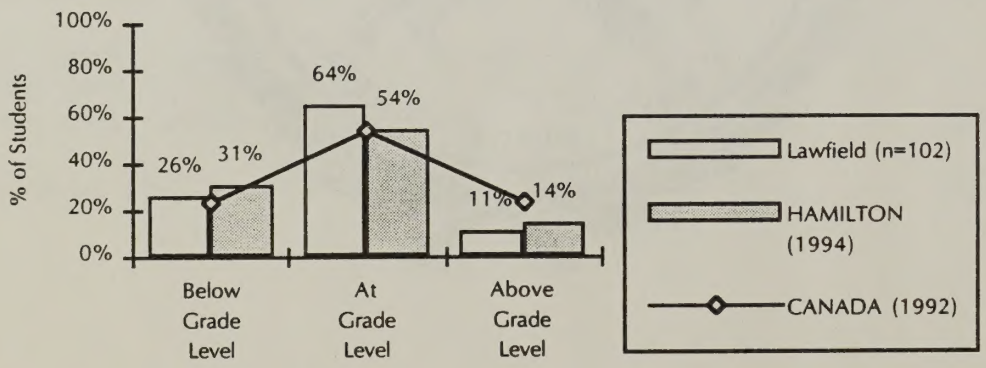
Number of students ENROLLED in Grade 6 118

Number of students for whom part or all of the test was INVALID*: 1	Number of students ABSENT for part or all of test: 20	Number of students COMPLETING entire test: 102

General Comments on students and the testing process:
The CAT/2 was administered by the Grade 6 teachers with support from the Learning Resource teacher. Six exceptional students from the Self-Contained B.E. and S.L.D. classes participated in the CAT/2. Three exceptional students integrated in the regular class participated in the CAT/2.

GRADE 6 TEST RESULTS

Total Test



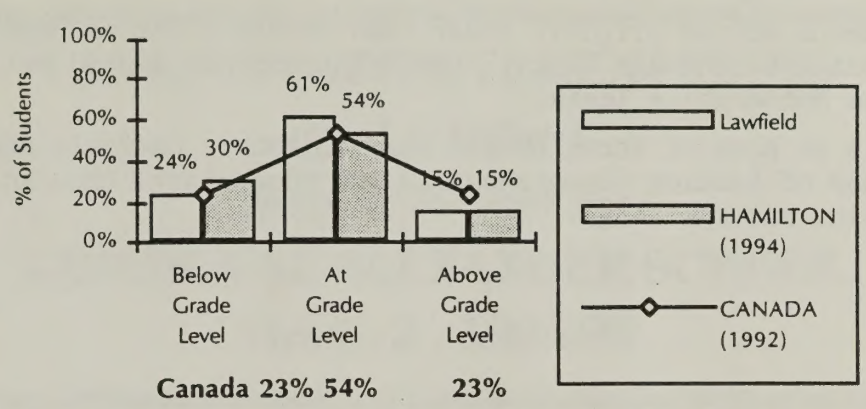
	Below Grade Level	At Grade Level	Above Grade Level
Canada	**23%**	**54%**	**23%**

Summary Statement: In our school, 75% of our Grade 6 students scored At or Above Grade Level on the Total Test compared to 68% across Hamilton and 77% nationally.

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 15 of the CAT

GRADE 6 TEST RESULTS

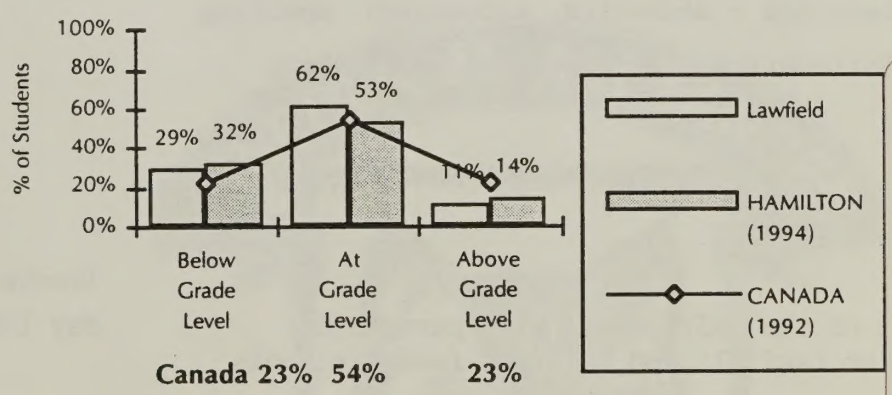
Reading Total



Canada 23% 54% 23%

Summary Statement: In our school, 76% of our Grade 6 students scored At or Above Grade Level on the Reading Test compared to 69% across Hamilton and 77% nationally.

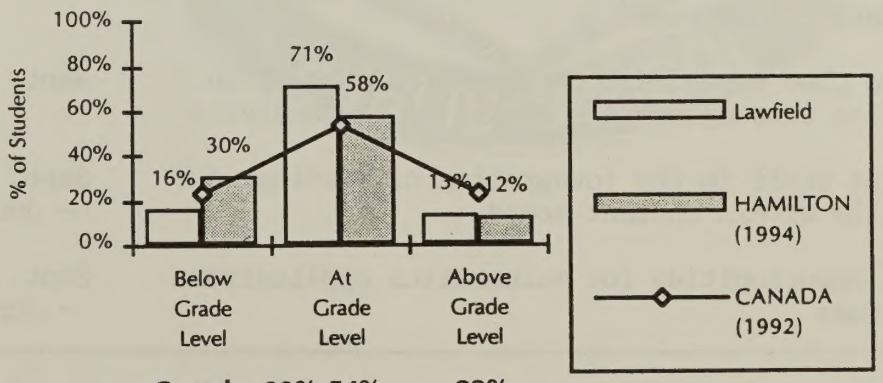
Language Total



Canada 23% 54% 23%

Summary Statement: In our school, 73% of our Grade 6 students scored At or Above Grade Level on the Language Test compared to 67% across Hamilton and 77% nationally.

Mathematics Total



Canada 23% 54% 23%

Summary Statement: In our school, 84% of our Grade 6 students scored At or Above Grade Level on the Mathematics Test compared to 70% across Hamilton and 77% nationally.

School Interpretation: Results in Context

Lawfield students scored higher than students across Hamilton on the Total Test and on the Reading, Language and Mathematics Tests.

Lawfield students scored slightly lower than students across Canada on the Total Test and on the Reading & Language Tests. Lawfield students scored well above students across Canada on the Mathematics Tests.

Mathematics is an area of strength for our students. Lawfield students are stronger in the areas of Reading (comprehension and vocabulary) than in Language (mechanics, expression and spelling).

School Planning Response

- Area(s) of Focus: 1) Language - mechanics, expression, spelling
  2) Mathematics - concepts and application

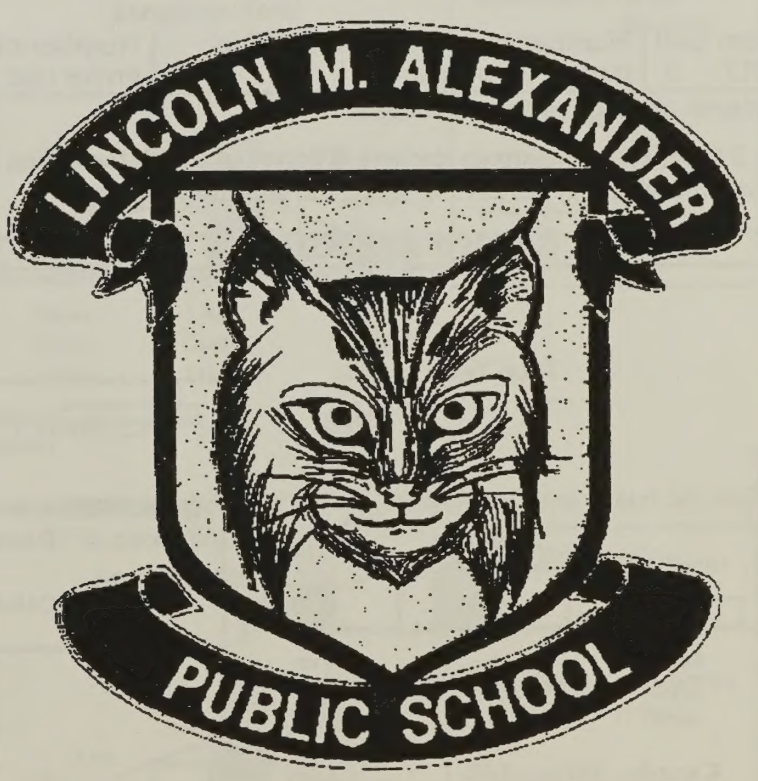
- Process:

		Timeline
A)	Share the results of the CAT/2 tests with parents of Grade 6 students at Lawfield and with our feeder schools	May 1995
B)	Analyze the "Low Level" scores in terms of Board curriculum, the Common Curriculum Learning Outcomes and Provincial Standards in Languages	May-June 1995
C)	Analyze the "Proficient Level" scores in terms of Board Curriculum, the Common Curriculum Learning Outcomes and Provincial Standards in Mathematics	" "
D)	Develop an action plan to address the required changes in program or teaching strategies as a result of the analysis	Sept. 1995
E)	Involve the entire staff in the integration of reading and language skills within content areas	Sept. 1995 - June 1996
F)	Provide extended opportunities for mathematics applications within content areas	Sept. 1995 - June 1996

May 3, 1995
date

Diane Rawsthorn
principal's signature

CANADIAN ACHIEVEMENT TESTS
(2nd Edition)
School Report for
LINCOLN M. ALEXANDER SCHOOL
Grade 3 , 1994-95



Canadian Achievement Tests (2nd Edition)
Grade 3, 1994-95

Lincoln Alexander Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

The Lincoln Alexander School Community is almost entirely a residential neighbourhood which is predominately resident-owned. single-family dwellings (69%). While we are experiencing an increasing cultural diversity in the school. English-speaking parents and students are still significantly dominate in numbers. although perhaps not the 95% indicated by the 1991 census data. This data also indicates that our's is a community of significant stability with 90% of families resident for more than 5 years. Lincoln's records of student transfers would certainly closely reflect this stability. with very few transfers in or out over the course of the year. Our community clearly values hard work and the benefits of education with nearly 60% having been involved in some form of post-secondary training or education programs. We see this commitment to education in our building with the large number of volunteers who regularly assist us. No formal parent organization existed until March 1995. but this group is already drawing significant support. The staff is a very talented group of caring professionals who have generated a community respect for themselves & the school program.Their stability as a staff has contributed to this.

PARTICIPANTS

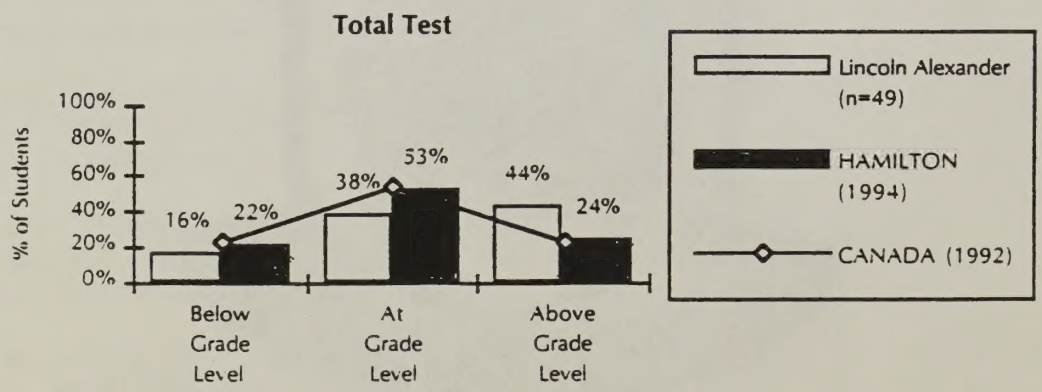
Number of students ENROLLED in Grade 3 52

Number of students for whom part or all of the test was INVALID*: 0	Number of students ABSENT for part or all of test: 3	Number of students COMPLETING entire test: 49

General Comments on students and the testing process:

The tests were administered by 2 experienced classroom teachers in accordance with the testing administration directions. One home-bound student received the testing by the LRT applying the same procedures.

GRADE 3 TEST RESULTS



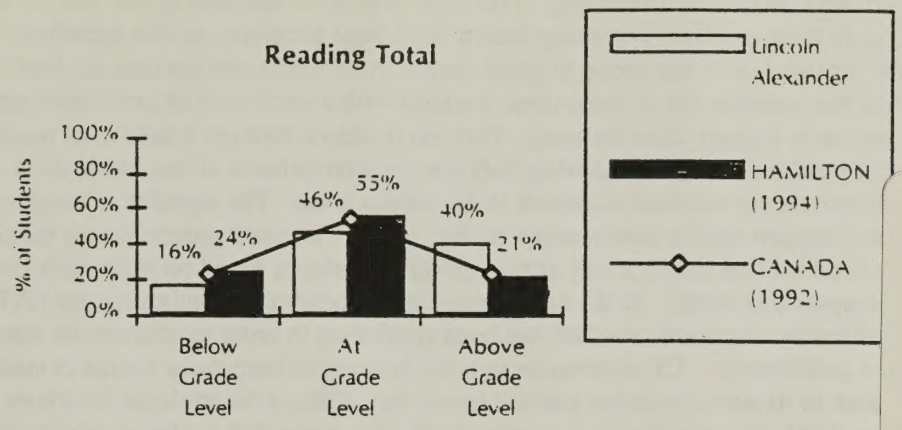
	Below Grade Level	At Grade Level	Above Grade Level
Canada	23%	54%	23%

Summary Statement:

In our school 82% of our Grade Three students scored At or Above (44%) grade level (Total of reading /Language/ Mathematics) compared to 77% across Hamilton and 77 % nationally.

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

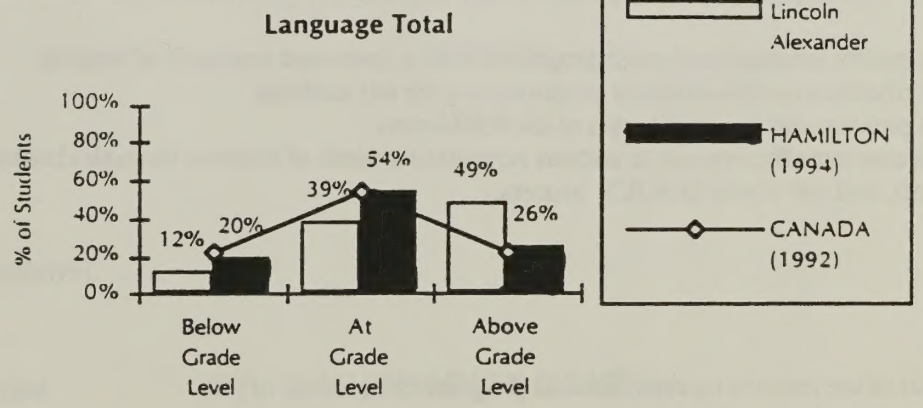
GRADE 3 TEST RESULTS



Canada 23% 54% 23%

Summary Statement:

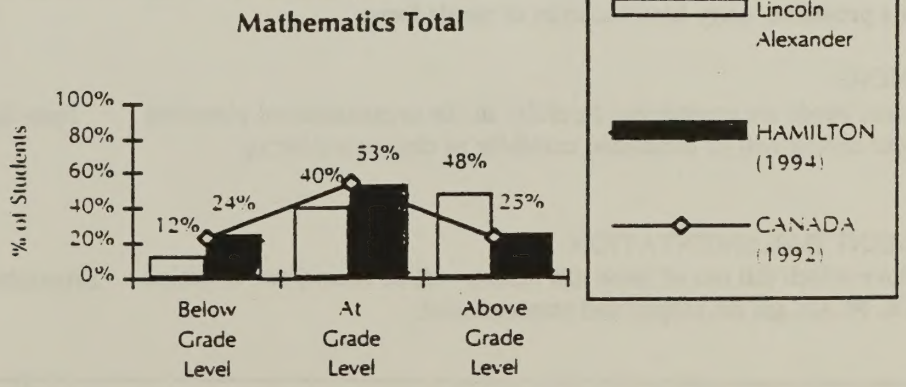
In our school .86% of our Grade Three students scored At or Above (40%) grade level (Total of Reading) compared to 76% across Hamilton and 77 % nationally.



Canada 23% 54% 23%

Summary Statement:

In our school .88% of our Grade Three students scored At or Above (49%) grade level (Total of Language) compared to 80% across Hamilton and 77 % nationally.



Canada 23% 54% 23%

Summary Statement:

In our school .88% of our Grade Three students scored At or Above (44%) grade level (Total of Mathematics) compared to 78% across Hamilton and 77% nationally.

School Interpretation: Results in Context

These early grade 3 results support our beliefs that the staff of Lincoln Alexander School is offering a quality program for its primary students who have a very real interest in succeeding. The value placed on learning by our parents and their genuine willingness to involve themselves in their children's learning and in the school program are also significant factors in what appear to be very positive results for this year's test group of grade threes. Also worth recognizing are both the stability of the community and of the staff which has combined to provide these students with a continuity of programming and a confidence level at school which has only served to support their learning. This too is shown through a pattern of regular attendance across the test group. The overall results, although measuring only specific components of our curriculum, at one point in time, indicate that our students are bettering national standards in all subtest areas. The significant number of students scoring above grade level indicates support for the continuation of the gifted / talented programming which is currently in place for our students. We have believed that this is a very strong group of students, based on their daily quality performance, for some time and these results support this belief. At the same time, the importance of continuing our LRT resource programming and remediation efforts by classroom teachers has been confirmed in order to address the needs of those students who have yet to reach grade level proficiencies. Of importance to note, in order to keep these results in context, is the fact that this assessment provided no options in its administration and did prove very difficult for students for whom pencil-and-paper tasks are particularly challenging. With this considered, it is quite likely that some of these lower results are an under estimation of some student abilities.

School Planning Response

- Area(s) of Focus:

  - Maintenance of current quality language and math programs, with a continued emphasis of reading.
  - Continued provision of gifted/talented/enrichment programming for our students.
  - Continued emphasis on problem-solving in all areas of the curriculum.
  - Continued efforts to increase our effectiveness to address remediation needs of students through classroom program differentiation, LRT support, and our school D.A.R.T. process.

- Process: Timeline

SCHOOL PLAN PROCESS:
These results will provide part of the input to be considered as program components of this year's School Plan are being reviewed to assess their success. — May-June 1995

D.A.R.T. PROCESS:
These results support the need to continue to enhance the effectiveness of the DART process as a problem-solving vehicle which addresses the full range of differentiated programming for our students and which maintains a proactive, early-identification of needs focus. — June-September 1995

ORGANIZATIONAL PLANNING:
In light of the fact that individual needs are considered carefully in the organizational planning of our school, individual student results will be examined carefully as classes are being formulated for next year. — June-September 1995

SCHOOL PLAN DEVELOPMENT IMPLEMENTATION:
The focus points addressed above which fall out of these test results will be considered as action plans for the 1995-96 SCHOOL PLAN are developed and implemented. — September '95 - May '96

May 4, 1995
date

P.R. Morgan
principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE 3

1994-95

LINDEN PARK SCHOOL

Canadian Achievement Tests (2nd Edition)
Grade 3, 1994-95

Linden Park Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

Linden Park School has a student population of 226 students from J.K. to Grade 5. The school has a Junior G.L.D. class and a E.S.L./D. class. The primary catchment area is Block 53. The school enrols 8-10 students from Block 50 where the parents have the choice to attend either Buchanan Park, Queensdale or Linden Park. Over 67% of the parents own their own homes. In many homes both parents are employed and they tend to stay in the neighbourhood for 5 years or longer. It is a stable community where our students proceed to Burkholder, Cardinal Heights or George L. Armstrong Middle Schools and then on to Hill Park Secondary School.

PARTICIPANTS

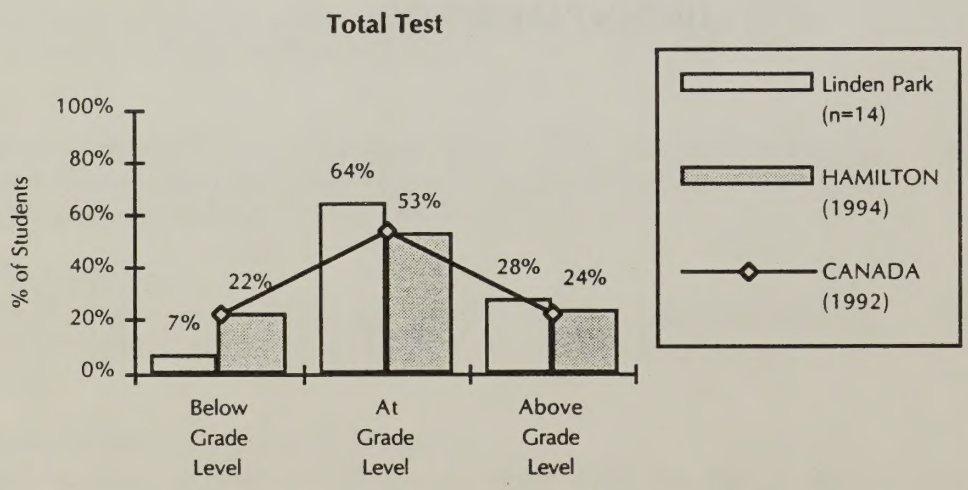
Number of students ENROLLED in Grade 3 14

Number of students for whom part or all of the test was INVALID*: 0	Number of students ABSENT for part or all of test: 0	Number of students COMPLETING entire test: 14

General Comments on students and the testing process:

The administering of the CAT is a long process. Frustration at times due to absent students. Result returns are very slow. Results are relevant only to each child.

GRADE 3 TEST RESULTS

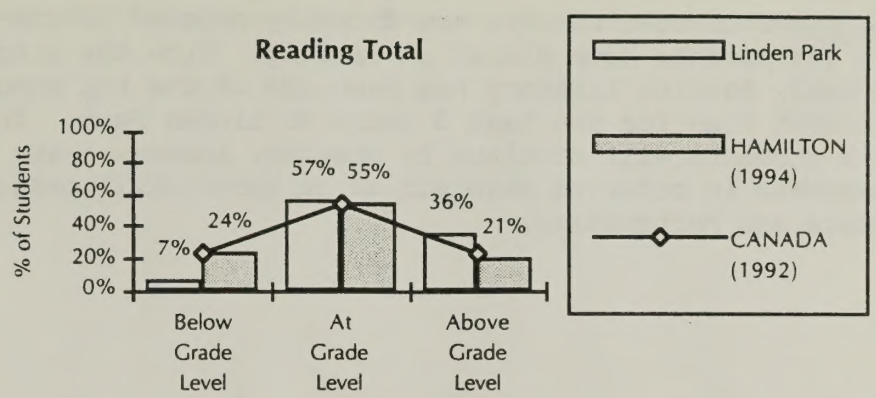


Canada 23% 54% 23%

Summary Statement: At Linden Park School 92% of our Grade 3 students scored at or above Grade Level on the Total C.A.T. Test compared to 77% across Hamilton and 77% across Canada.

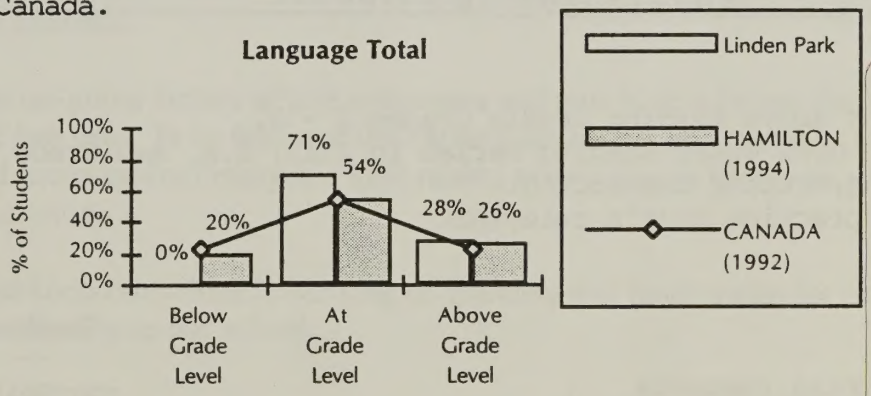
*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

GRADE 3 TEST RESULTS



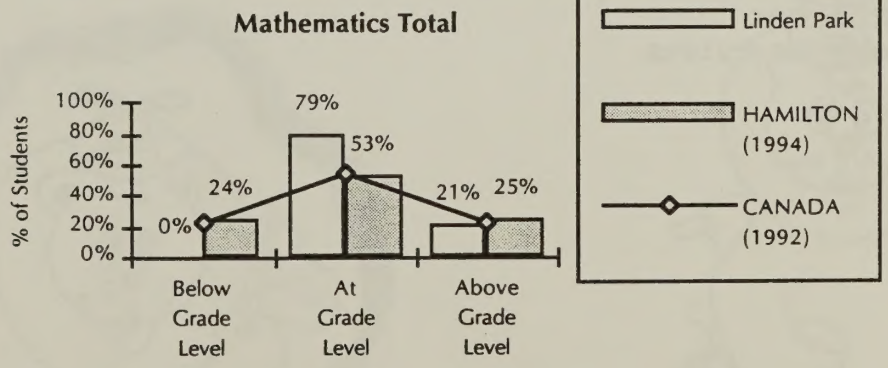
Canada 23% 54% 23%

Summary Statement: At Linden Park, 93% of our Grade 3 students scored at or above Grade Level on the Reading Test, compared to 76% across Hamilton and 77% across Canada.



Canada 23% 54% 23%

Summary Statement: At Linden Park 0% of our Grade 3 students scored below Grade Level. 99% of our Grade 3 students scored at or above Grade Level on the Language Test compared to 80% across Hamilton and 77% *nationally.*



Canada 23% 54% 23%

Summary Statement: At Linden Park School none of our Grade 3 students scored below Grade Level. 100% of our Grade 3 students scored at or above Grade Level on the Mathematics Test compared to 78% across Hamilton and 77% across Canada.

School Interpretation: Results in Context

The high skill performance test results are directly related to the importance that the teachers and parents have placed on reading. With the single exception of a Safe School Goal, Reading Literacy has been one of the top school goals and part of our School Plan for the last 3 years at Linden Park. Teachers of all Grade 1 - 5 students will continue to observe, assess, test, diagnose, prescribe and re-assess in order to maintain at or above skill performance in Reading, Language and Mathematics.

School Planning Response

- Area(s) of Focus:

1. To maintain at or above Reading Levels Grades 2 - 5.
2. To implement the OPEN COURT Reading Series in J.K., S.K. and Grade 1.
3. Develop a Reading/Writing Connection.
4. Provide lots of practice that's relevant.

- Process:

	Timeline
- observation - anecdotal comments	-on-going
- demonstrate comprehension	-1995
- informal assessment in September	
- develop a Reading Recovery Program	-1995-96
- D.A.R.T. - monitor	-on-going
- student portfolios - a record of their abilities reviewed at Student/Parent/Teacher interviews	-on-going

S. M. Joyce

principal's signature

date

LISGAR PUBLIC SCHOOL

110 ANSON AVENUE
HAMILTON, ONTARIO
L8T 2X6
Telephone: 389-1309

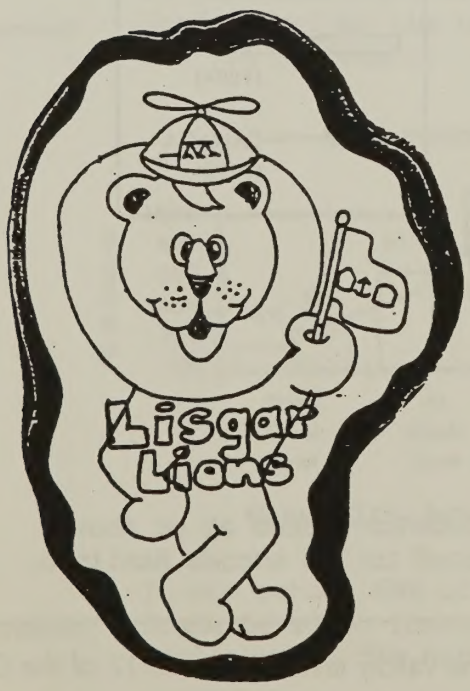
NATURE OF SCHOOL AND COMMUNITY

Lisgar is a JK to Grade 5 school with one class for pupils with Orthopedic/Communicational needs and another class for younger Developmentally Challenged students.

We have an on-going history of able volunteers and now have a Parent Support Group that started last year. In its first year the Parents' Group has had meetings of interest to parents and has organized enjoyable fund-raising events to give money to support children's activities.

A Neighbourhood committee is working on planning and fund-raising for redevelopment of the park adjacent to our school.

(continued on next page)



Canadian Achievement Tests (2nd Edition)
Grade 3, 1994-95

Lisgar Elementary School

(see cover page as well)

NATURE OF THE SCHOOL AND COMMUNITY

According to Board and City statistics our population is 93% stationary (City 90%). At the Grade 3 level we have had a 19% transfer in of new pupils.

According to City statistics in our two main blocks of population our labour force participation rate for both sexes 15+ is 3.3% higher than the city rate.
Housing is a mixture of 30 year old single family dwellings, new houses, row housing all include owner occupied, rentals, and geared to income
The education of adults ranges from less than Grade 9 to university graduates.
Family incomes range from under $10,000 to $70,000 and up with an almost equal balance at high and low ends. About 1/3 of our children come from lone parent families.

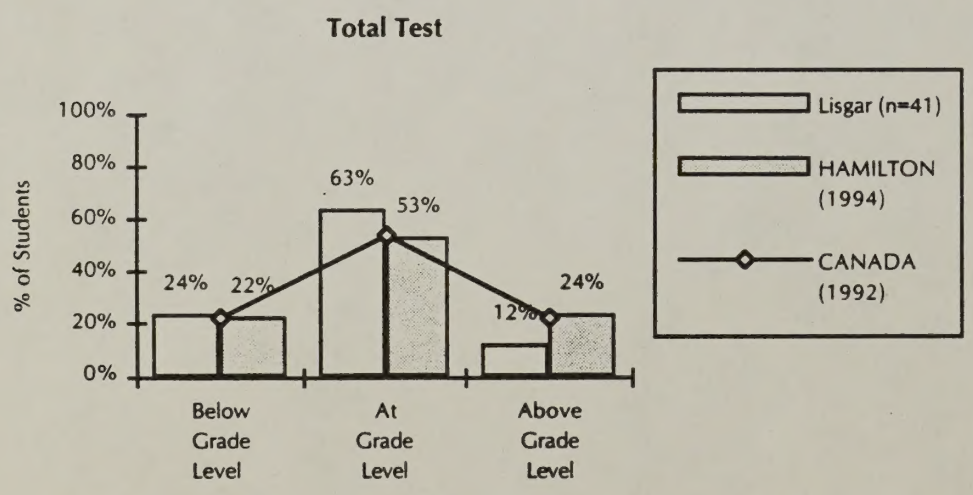
PARTICIPANTS

Number of students ENROLLED in Grade 3 43

Number of students for whom part or all of the test was INVALID*: 0	Number of students ABSENT for part or all of test: 2	Number of students COMPLETING entire test: 41

General Comments on students and the testing process:
The test were administered by the teachers of Grade 3. Grade 3 is the first year pupils are tested in such a formal manner. Some pupils were a bit uncertain about the process.

GRADE 3 TEST RESULTS

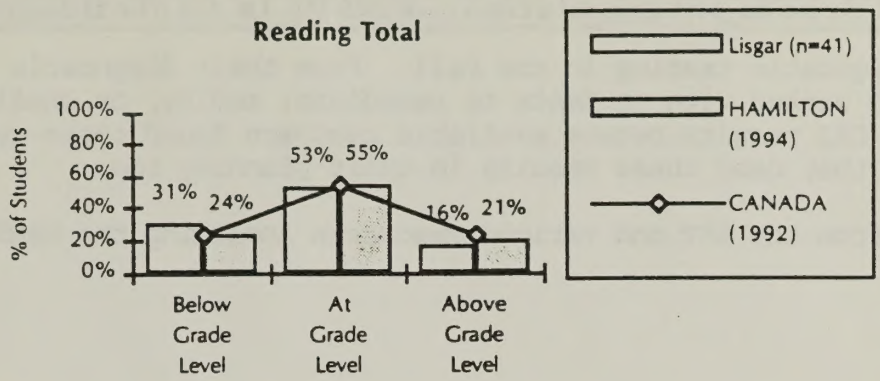


Canada 23% 54% 23%

Summary Statement: In our school 75% of our Grade 3 students scored At or Above Grade Level on the Total Test compared to 77% across Hamilton and 77% nationally

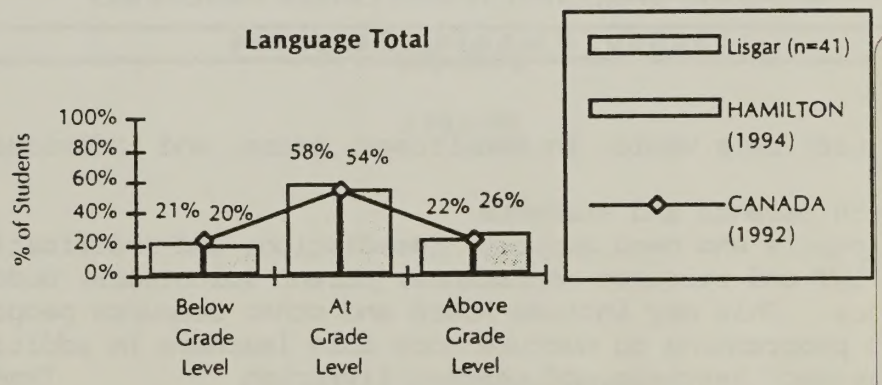
*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

GRADE 3 TEST RESULTS



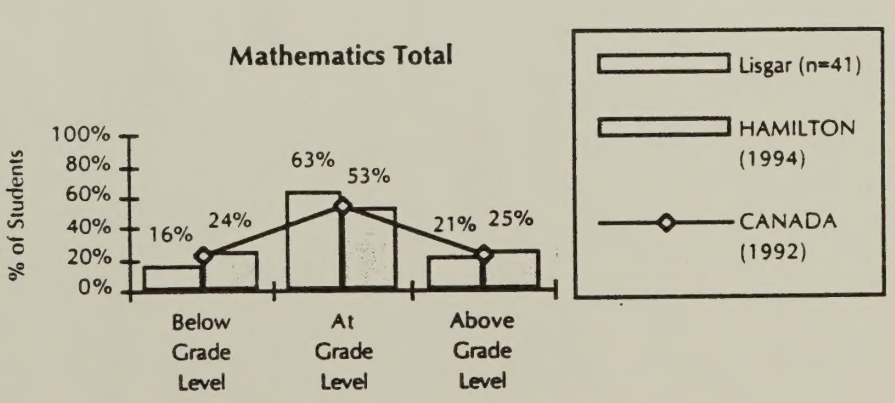
Canada 23% 54% 23%

Summary Statement: In our school 69% of our Grade 3 students scored At or Above Grade Level on the Reading Total compared to 76% across Hamilton and 77% nationally



Canada 23% 54% 23%

Summary Statement: In our school 80% of our Grade 3 students scored At or Above Grade Level on the Language Total compared to 80% across Hamilton and 77% nationally



Canada 23% 54% 23%

Summary Statement: In our school 84% of our Grade 3 students scored At or Above Grade Level on the Mathematics Total compared to 78% across Hamilton and 77% nationally

School Interpretation: Results in Context

Teachers started diagnostic testing in the Fall. From their diagnostic testing the teachers planned and worked with students to remediate, modify, or challenge more able students. When the CAT results became available teachers found these results confirmed their diagnoses and they used these results in their planning too.

Teachers seek help from the LRT and various resources including the DART process.

School Planning Response

• Area(s) of Focus:

-on going focus by staff as a whole, in committees, teams, and individuals throughout all grades
-continue to work with parents and students
-continue to assist pupils who need support, remediation, and modification through classroom teachers, LRT and resource assistance, parent volunteers, buddies, peers and the DART procedure. This may include Board and other resource people.
-continue to develop programming to nurture more able learners in addition to the on-going work of classroom teachers and teacher librarian

Process:	Timeline
-inform parents and work with parents so that both home and school assist each child to develop skills and achieve to maximum	June and on-going
-continue to work with whole staff to celebrate the successes and to work to assist students in their learning through Action Planning	June September and on-going

May 4 1995
date

Catharine Powell
principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE 3

1994-95

LLOYD GEORGE SCHOOL

Canadian Achievement Tests (2nd Edition)
Grade 3, 1994-95

Lloyd George Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

Lloyd George School is one of the older schools in the heart of Hamilton's industrial area - close to Dofasco. Our community is rather isolated from other areas. Our motto is "Growing Together". We work closely with Crown Point Community Council and have after-school programs with Kiwanis Club involvement. We take pride in our Garden Club and have corporate neighbours involved in financing.

PARTICIPANTS

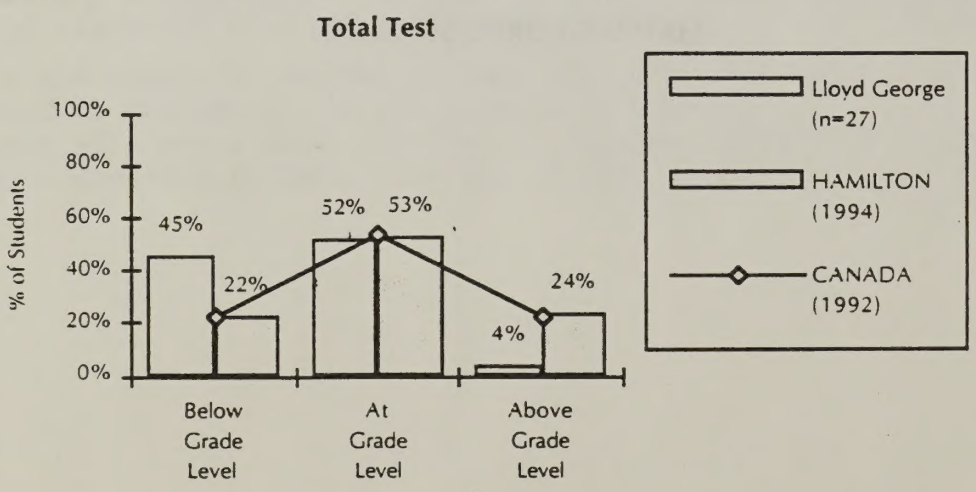
Number of students ENROLLED in Grade 3 30

Number of students for whom part or all of the test was INVALID*: 0	Number of students ABSENT for part or all of test: 3	Number of students COMPLETING entire test: 27

General Comments on students and the testing process:

The students tested are from 2 different classes. The principal administers the tests with one of the two teachers helping.

GRADE 3 TEST RESULTS



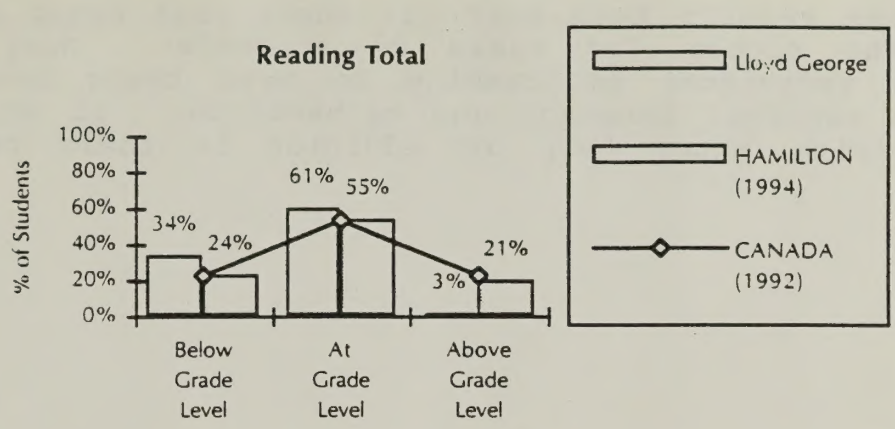
Canada 23% 54% 23%

Summary Statement:

56% of the students tested were average or above, compared to Hamilton and Canada.

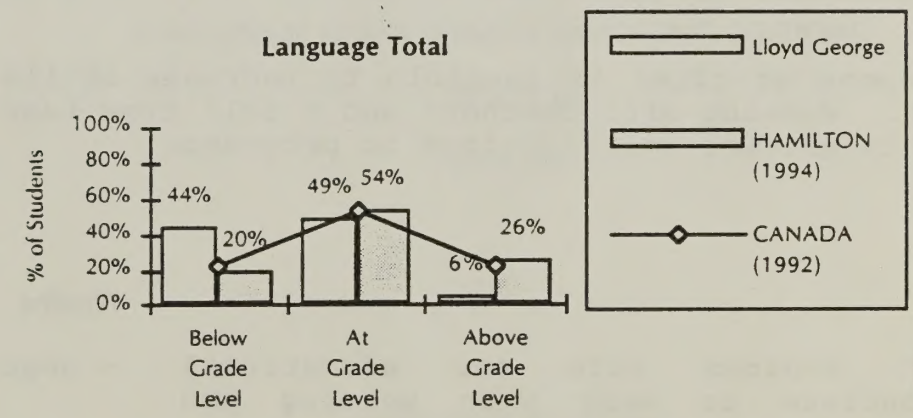
*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

GRADE 3 TEST RESULTS



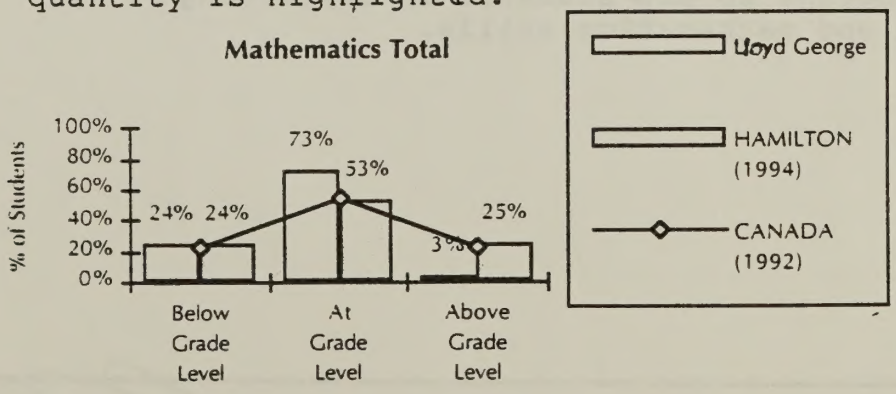
Canada 23% 54% 23%

Summary Statement: 64% of students at average or better



Canada 23% 54% 23%

Summary Statement: 55% of students at average or better. Quantity of writing is high. Mechanical parts will need to be emphasized after quantity is highlighted.



Canada 23% 54% 23%

Summary Statement: 76% of students at average or better.

School Interpretation: Results in Context

In looking at the results this year, it shows that basic skills are coming along nicely for these 27 students. Many have benefitted from individual programming to meet their needs in basic skills in reading, language and mathematics. 11 students have been receiving extra help in addition to their regular programming.

School Planning Response

- Area(s) of Focus:

Providing experiences as often as possible to increase skills for language and math. Working with teachers and a full time Learning Resource teacher to provide modifications to programs.

- Process:

	Timeline
"Writing-to-Read" Program with our educational assistant to continue to work with writing and reading experiences for our Primary students	- ongoing
Full-time Learning Resource Teacher to work with teachers and students to help provide assessments and redesigning of programs to aid students in developing stronger language and mathematics skills.	- ongoing

May 5/95
date

principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE 3

1994-95

MEMORIAL SCHOOL

Canadian Achievement Tests (2nd Edition)
Grade 3, 1994-95

Memorial Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

Memorial School is a Junior Kingergarten to Grade 8 School. We offer a broad-based program to our over 680 students designed to meet their diverse needs. We are fortunate to have an excellent Home and School Association as well as many other parent volunteers who are committed to working with us to make sure that our students are experiencing and benefitting from the best program possible. The vast majority of our student population (89.7%) is drawn from an area bounded by Gage Avenue, Kenilworth Avenue, the escarpment and the CN rail line, with 32.1% living south of Main Street and 57.6% north of Main. During the 1993-94 school year, 89% of our students spent the whole year at Memorial, compared with 90% in Hamilton who spent the entire year in one site.

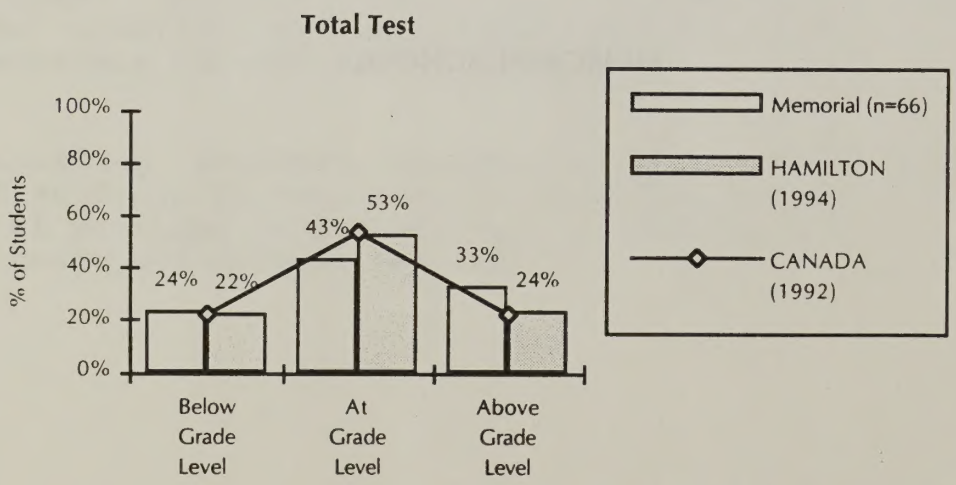
PARTICIPANTS

Number of students ENROLLED in Grade 3 69

Number of students for whom part or all of the test was INVALID*: 3	Number of students ABSENT for part or all of test: 1	Number of students COMPLETING entire test: 66

General Comments on students and the testing process: Three groups of students were tested , 2 by their classroom teachers and one by the LRT.

GRADE 3 TEST RESULTS

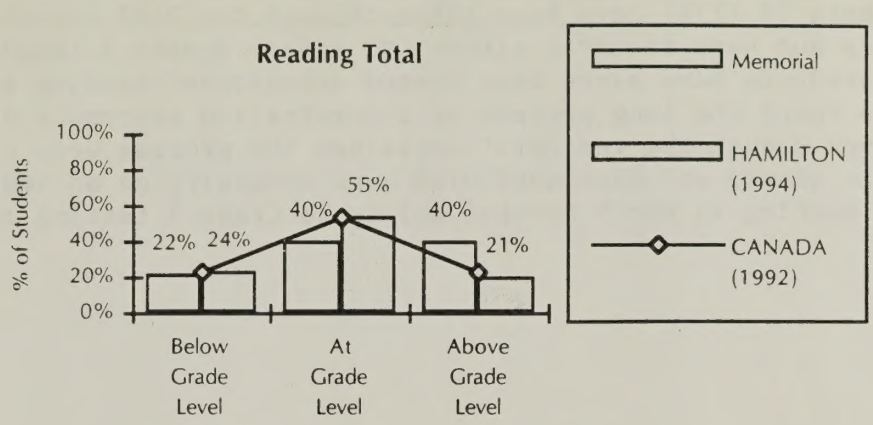


Canada 23% 54% 23%

Summary Statement: In our school, 76% of our Grade 3 students scored At or Above Grade Level on the Total Test compared to 77% across Hamilton and 77% nationally.

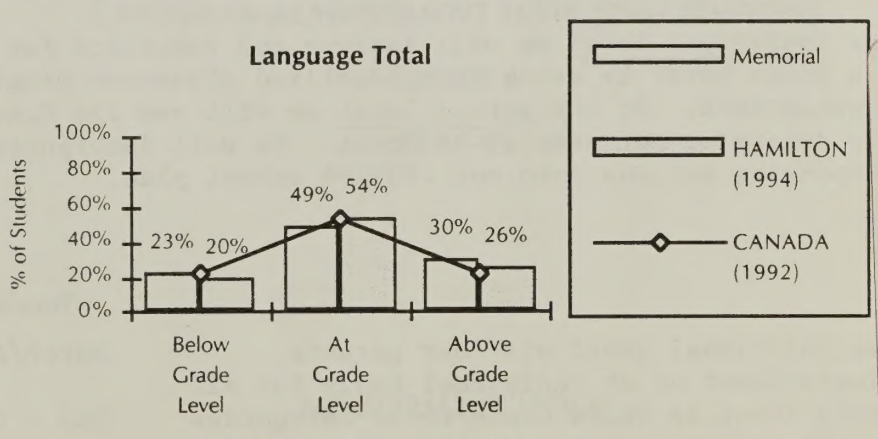
*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

GRADE 3 TEST RESULTS



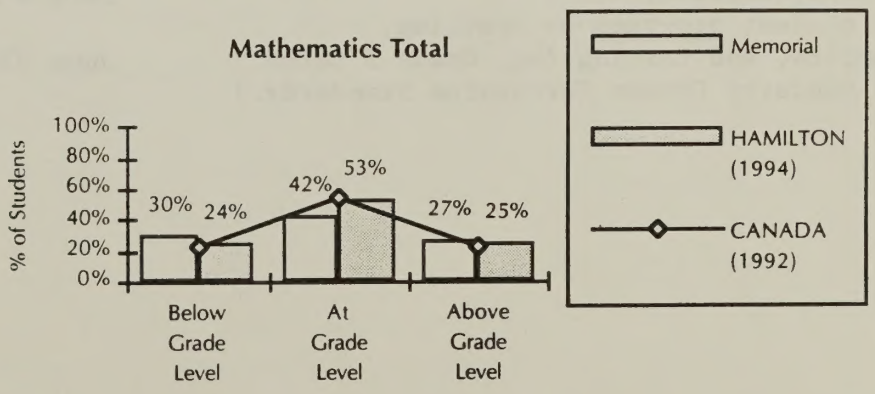
Canada 23% 54% 23%

Summary Statement: In our school, 80% of our Grade 3 students scored At or Above Grade Level on the Reading component to 76% for the City and 77% nationally.



Canada 23% 54% 23%

Summary Statement: In our school, 79% of our Grade 3 students scored At or Above Grade Level on the Language component compared to 80% locally and 77% nationally.



Canada 23% 54% 23%

Summary Statement: In our school, 69% of our Grade 3 students scored At or Above Grade Level on the Mathematics component to 78% locally and 77% nationally.

School Interpretation: Results in Context

Of our Grade 3 students 18 (27%) have been taken through the DART Process due to learning difficulties and have received either LRT and/or Speech & Language assistance. Three (3) of these students have since been deemed exceptional needing extra support. Many of our students found the long periods of concentration extremely difficult and were very anxious even though the teachers' explained the process very clearly to them. All results have been shared and discussed with over community on an individual basis at a recent evening meeting in March devoted solely to Grade 3 testing results.

School Planning Response

• Area(s) of Focus: At the individual level we will analyse and remediate for those students (24%) who tested Below Grade Level by using individualized classroom programming, the DART process and LRT assistance. At the school level we will use the C.A.T., Objective Competencies Report to determine our area(s) of focus. We will incorporate this planning and its accompanying actions into our 1995/96 school plan.

• Process:	Timeline
* Share results on an individual level with our parents.	March/April 95
* Plan remediation/improvement on an individual basis for all students particularly those in Below Grade Level categories	May - Oct. 95
* Incorporate Area(s) of concentration into 1995/96 school plan for school wide emphasis.	May - June 95
* Create action plans/strategies to bring about changes in chosen area(s) of concentration.	June - Sept. 95
* Collect data about student progress by tracking, collecting work samples, and testing (eg. Grade 5 Gates MacGinite test and Ministry Common Curriculum Standards.)	June 95 - June 96

May 5/95
date

Mary Johnson
principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE 6

1994-95

MEMORIAL SCHOOL

Canadian Achievement Tests (2nd Edition)
Grade 6, 1994-95

Memorial Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

Memorial School is a Junior Kindergarten to Grade 8 School. We offer a broad-based program to our over 680 students designed to meet their diverse needs.
We are fortunate to have an excellent Home and School Association as well as many other parent volunteers who are committed to working with us to make sure that our students are experiencing and benefitting from the best program possible.
The vast majority of our student population (89.7%) is drawn from an area bounded by Gage Avenue, Kenilworth Avenue, the escarpment and the CN rail line, with 32.1% living south of Main Street and 57.6% north of Main.
During the 1993-94 school year, 89% of our students spent the whole year at Memorial, compared with 90% in Hamilton who spent the entire year in one site.

PARTICIPANTS

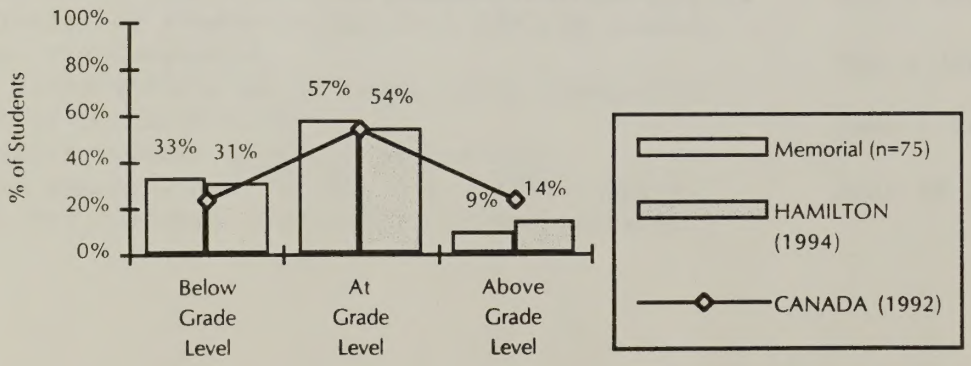
Number of students ENROLLED in Grade 6 80

Number of students for whom part or all of the test was INVALID*:	Number of students ABSENT for part or all of test: 5	Number of students COMPLETING entire test: 75

General Comments on students and the testing process: Exceptional students were included in the testing. Approximately 33% of the Grade 6 students tested did not attend Memorial for Grade 5. Four students are exceptional regular class and an additional 22 are receiving various levels of support through our Learning Resource Program.

GRADE 6 TEST RESULTS

Total Test



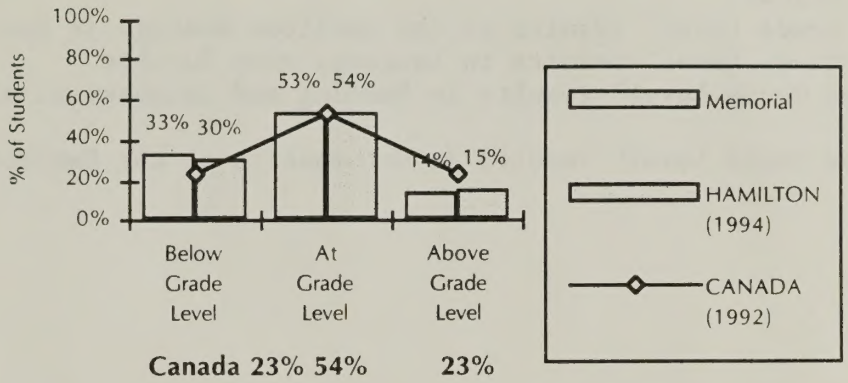
	Below Grade Level	At Grade Level	Above Grade Level
Canada	**23%**	**54%**	**23%**

Summary Statement: In our school, 66% of our Grade 6 students scored at or above Grade Level on the Total Test, compared to 68% across Hamilton and 77% nationally.

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 15 of the CAT

GRADE 6 TEST RESULTS

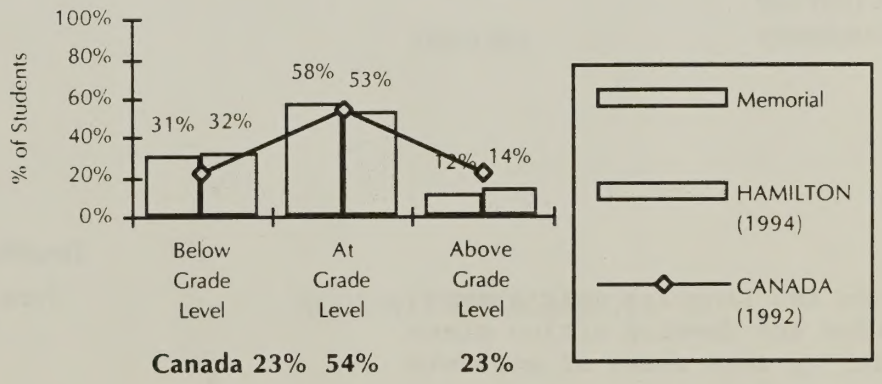
Reading Total



Canada 23% 54% 23%

Summary Statement: In our school, 67% of our Grade 6 students scored At or Above Grade Level on the Reading Test compared to 69% across Hamilton and 77% nationally.

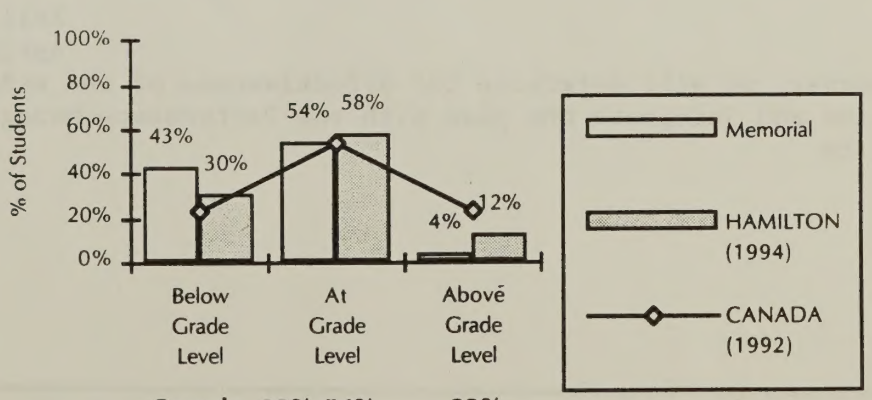
Language Total



Canada 23% 54% 23%

Summary Statement: In our school, 70% of our Grade 6 students scored At or Above Grade Level on the Language Test compared to 67% across Hamilton and 77% nationally.

Mathematics Total



Canada 23% 54% 23%

Summary Statement: In our school, 58% of our Grade 6 students scored At or Above Grade Level on the Mathematics Test compared to 70% across Hamilton and 77% nationally.

School Interpretation: Results in Context

Our results on the Canadian Achievement Test indicate that Memorial students in Grade 6 as of November 1994 performed at a level consistent with the "At Grade Level" results for both Hamilton and Canada. Our target areas in Literacy and Numeracy for the 1995-96 school years are as follows:

* reduce the "Below Grade Level" results to the Hamilton average in Reading and Mathematics
* reduce the "Below Grade Level" results in Language even further
* increase the "Above Grade Level" results in Reading and Language to at least the Hamilton average
* increase the "Above Grade Level" results in Mathematics to the Hamilton average.

School Planning Response

• Area(s) of Focus:

* Literacy
* Numeracy

• Process:

	Timeline
* establish Mathematics and Language work groups	June, 1995
* to identify priorities and develop action plans	
* break down each priority into areas of emphasis	
* establish intended outcomes	
* establish strategies to achieve the outcomes	
* determine responsibilities	Fall, 1995
* determine resources	
* determine timelines	
* implement	Fall, 95/Winter 96
* Review	April, May 96

Through the review process, we will determine the effectiveness of the existing plan, establish new priorities and integrate the plan with the Performance Management System to ensure accountability.

1995 05 02
date

C W Waterman
principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE 3

1994-95

MOUNTVIEW SCHOOL

Canadian Achievement Tests (2nd Edition)
Grade 3, 1994-95

Mountview Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

Mountview School is situated in a rather stable community. Half of our current population is bussed to the school from an area south of Mohawk Road.

The school has 307 pupils from Junior Kindergarten to Grade Five. The parents are most interested in and supportive of the culture at Mountview School.

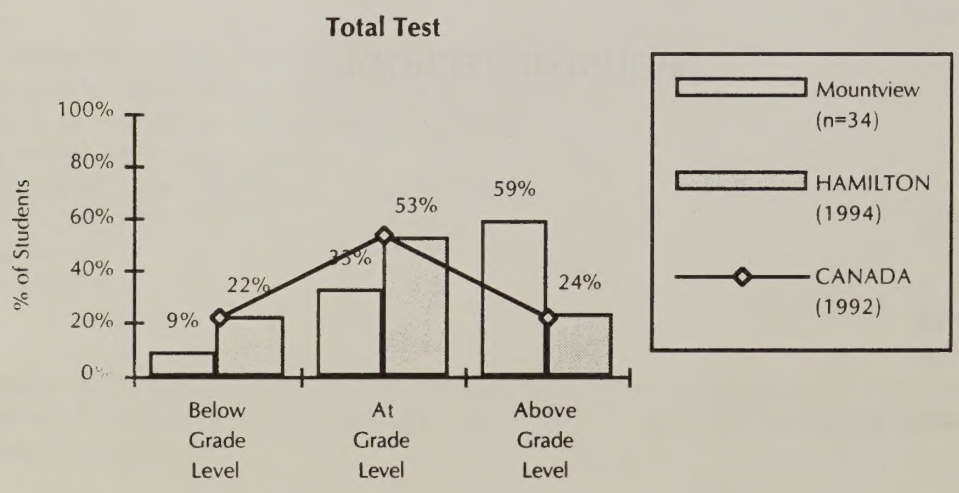
PARTICIPANTS

Number of students ENROLLED in Grade 3: 35

Number of students for whom part or all of the test was INVALID*:	Number of students ABSENT for part or all of test: /	Number of students COMPLETING entire test: 34

General Comments on students and the testing process:

GRADE 3 TEST RESULTS

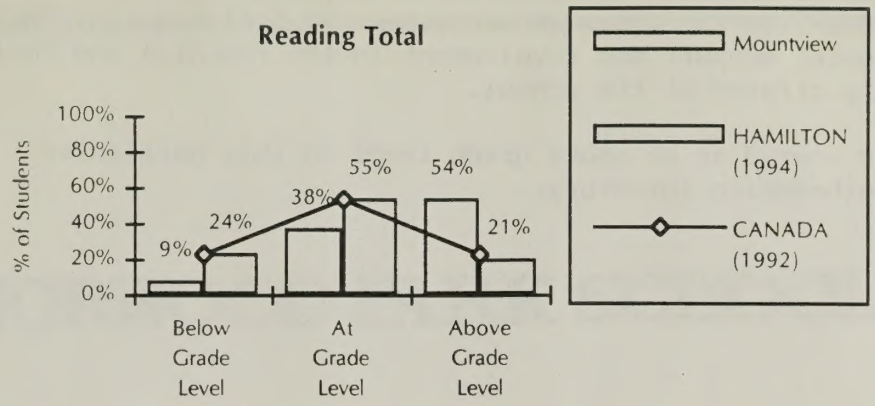


Canada 23% 54% 23%

Summary Statement:

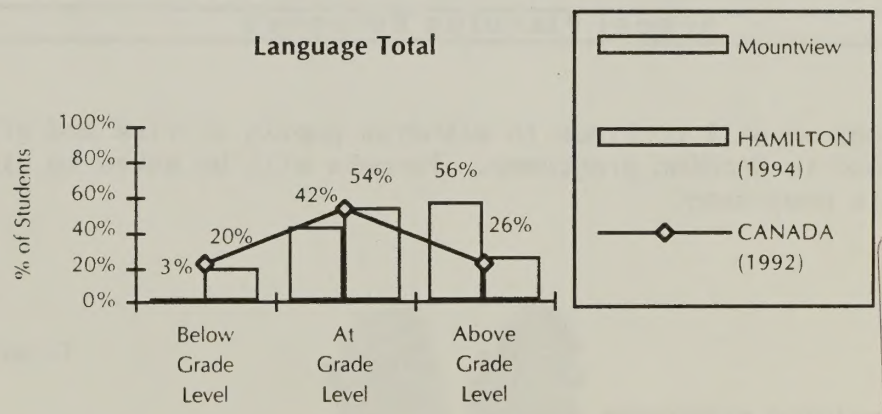
*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

GRADE 3 TEST RESULTS



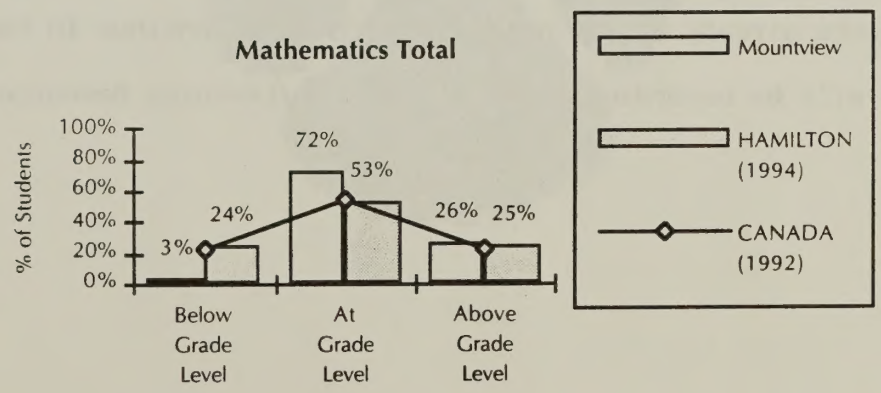
Canada 23% 54% 23%

Summary Statement:



Canada 23% 54% 23%

Summary Statement:



Canada 23% 54% 23%

Summary Statement:

School Interpretation: Results in Context

Mountview was pleased with the announced results. We feel our achievement is a combination of parental support and involvement in the remedial and challenge programmes currently offered at the school.

93% of our students scored at or above grade level on this particular Reading/Language/Mathematics inventory.

School Planning Response

• Area(s) of Focus:

1. Spelling and Reading; we will continue to withdraw pupils at risk and offer them the Spalding Writing Road to Reading programme. Parents will be asked to sign up as a full partner in this programme.

• Process: Timeline

1. Continue the Spalding programme.

2. Collections for Young Scholars will be introduced to ALL Grade One students and non-reading Grade Two students (1995-96).

   Grade Two students already on the programme (15) will continue in the fall 1995.

   This programme will be co-ordinated by our Reading/Learning Resource Teacher.

May 4, 1995
date

principal's signature

NORWOOD PARK SCHOOL

165 Terrace Drive
Hamilton, Ontario
L9A 2Z2

Canadian Achievement Tests (2nd Edition)
Grade 3, 1994-95

Norwood Park Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

Norwood Park School is a single track, Senior Kindergarten to Grade 8, French Immersion school. Our Senior Kindergarten, Primary and Junior students reside in the area located on the Mountain, west of Upper Wentworth. The boundaries for our Middle School students include the whole mountain area. Our school population is considered to be stationary with 2% mobility.

Norwood Park School is supported by a Home & School Assocation.

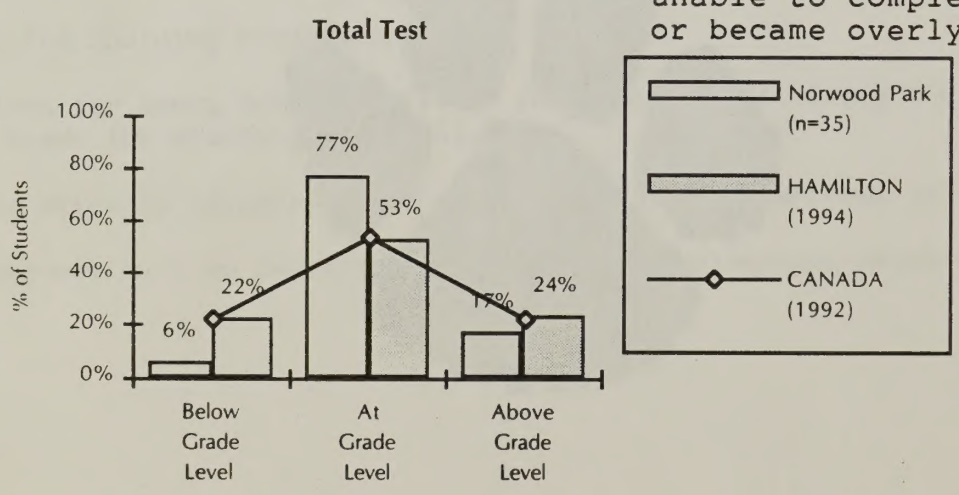
PARTICIPANTS

Number of students ENROLLED in Grade 3 47

Number of students for whom part or all of the test was INVALID*: 12	Number of students ABSENT for part or all of test: 0	Number of students COMPLETING entire test: 35

General Comments on students and the testing process: The vice-principal coordinates and administers Grade 3 testing. All the students are in French Immersion. By November, their reading skills in English may not have developed sufficiently to complete all the subtests. Results for some subtests were invalidated when students were either unable to complete the task or became overly frustrated.

GRADE 3 TEST RESULTS

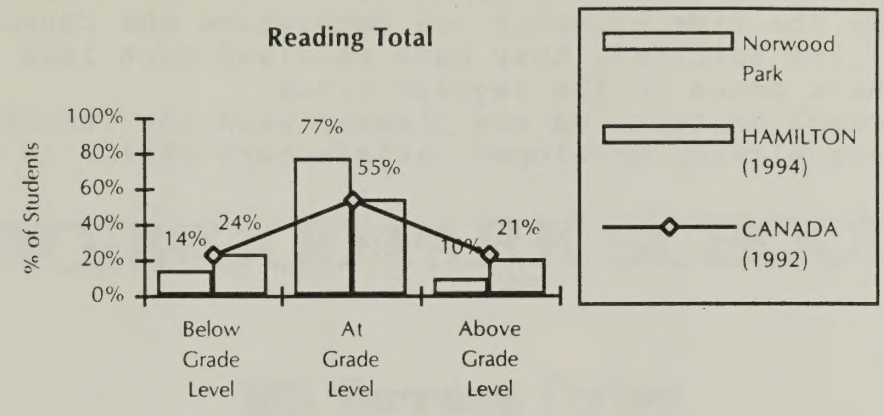


	Below Grade Level	At Grade Level	Above Grade Level
Canada	**23%**	**54%**	**23%**

Summary Statement: In our school, 94% of our Grade 3 students score AT or Above Grade Level on the Total Test compared to 77% across Hamilton and 77% nationally.

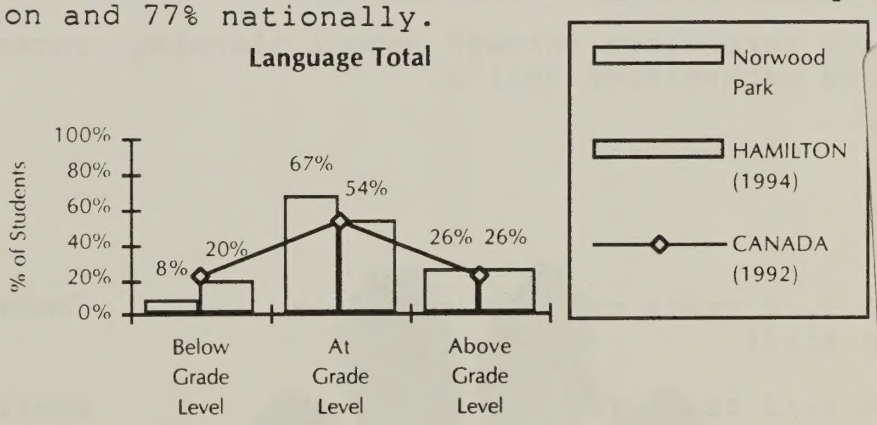
*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

GRADE 3 TEST RESULTS



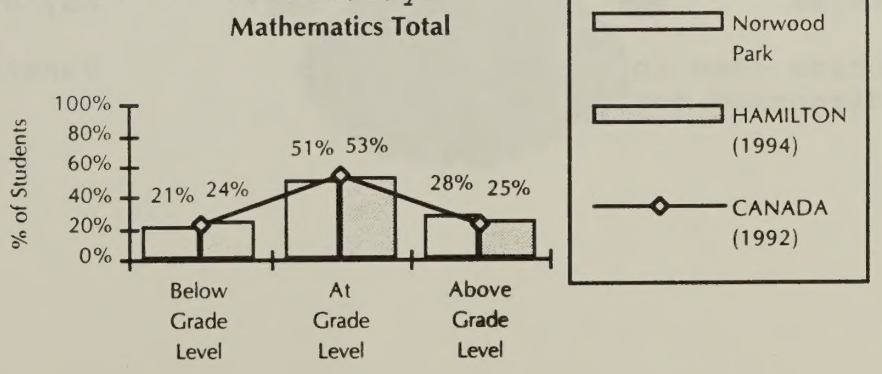
Canada 23% 54% 23%

Summary Statement: In our school, 87% of our Grade 3 students scored AT or Above Grade Level on the Reading Total compared to 76% across Hamilton and 77% nationally.



Canada 23% 54% 23%

Summary Statement: In our school, 93% of our Grade 3 students scored AT or Above Grade Level on the Language Total compared to 80% across Hamilton and 77% nationally.



Canada 23% 54% 23%

Summary Statement: In our school, 79% of our Grade 3 students scored AT or Above Grade Level on the Mathematics Total compared to 78% across Hamilton and 77% nationally.

School Interpretation: Results in Context

In a French Immersion school, the Core English programme starts in Grade 2. English Language Arts represent 20% of their instruction in Grades 2 and 3. By the time students are completing the Canadian Achievement Tests (2nd Edition), they have received much less instruction in English than their peers in the regular track
Considering our school context, we are pleased with the results. Many of our students have already developed satisfactory skills in the areas tested.

School Planning Response

• Area(s) of Focus: Develop strategies through school planning process to improve language and mathematics skills.

• Process:	Review C.A.T./2 tests results with appropriate staff	Timeline May 95
	Review C.A.T./2 tests results with community	April/October 95
	Celebrate positive results	May 95
	Analyze scores	May 95
	Develop action plan to answer students needs as diagnosed during scores analysis	June/Sept. 95

May 2, 1995
date

principal's signature

NORWOOD PARK SCHOOL

165 Terrace Drive
Hamilton, Ontario
L9A 2Z2

Canadian Achievement Tests (2nd Edition)
Grade 6, 1994-95

Norwood Park Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

Norwood Park School is a single track, Senior Kindergarten to Grade 8 French Immersion School. Our kindergarten, Primary and Junior students reside in the area located on the Mountain, west of Upper Wentworth. The boundaries for our Middle School students include the whole Mountain area. Our school population is considered to be stationary with 2% mobility.

Norwood Park School is supported by a Home & School Association.

PARTICIPANTS

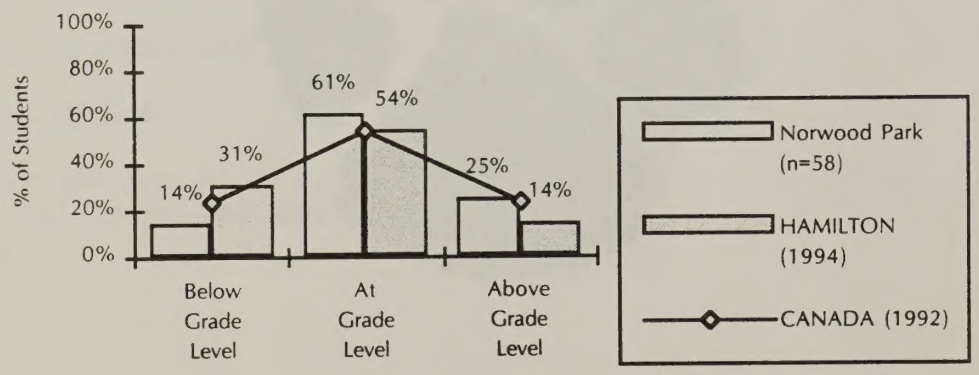
Number of students ENROLLED in Grade 6 59

Number of students for whom part or all of the test was INVALID*: 0	Number of students ABSENT for part or all of test: 1	Number of students COMPLETING entire test: 58

General Comments on students and the testing process: The principal coordinates and administers Grade 6 testing. All students are in Fench Immersion. No subtest was invalidated. It is to be noted that mathematics are still taught in French at that level.

GRADE 6 TEST RESULTS

Total Test



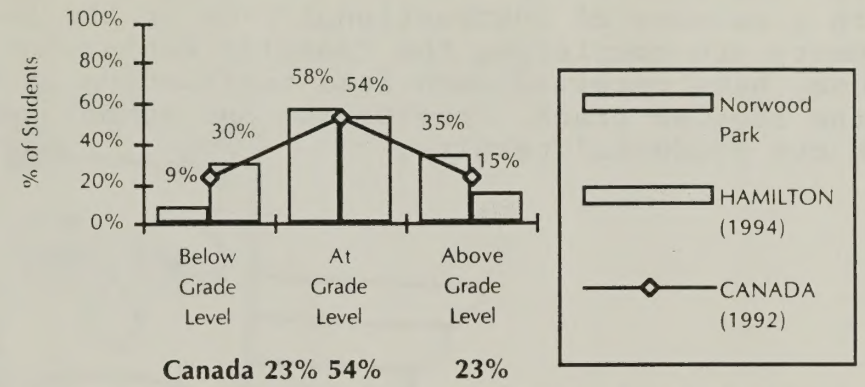
	Below Grade Level	At Grade Level	Above Grade Level
Canada	**23%**	**54%**	**23%**

Summary Statement: In our school, 86% of our Grade 6 students scored AT or Above Grade Level on the Total Test compared to 68% across Hamilton and 77% nationally.

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 15 of the CAT

GRADE 6 TEST RESULTS

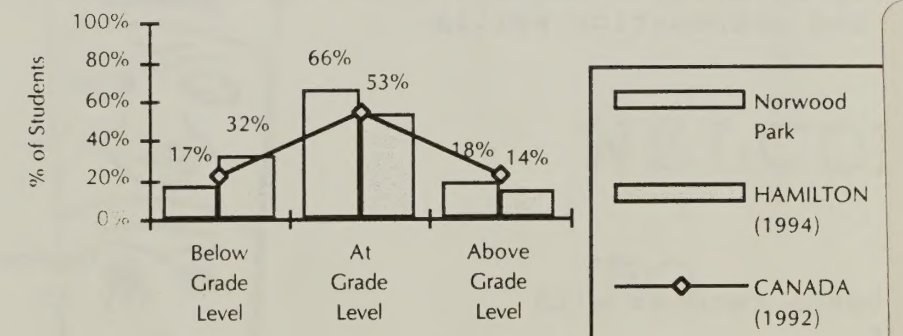
Reading Total



Canada 23% 54% 23%

Summary Statement: In our school, 93% of our Grade 6 students scored AT or Above Grade Level on the Reading Total compared to 69% across Hamilton and 77% nationally.

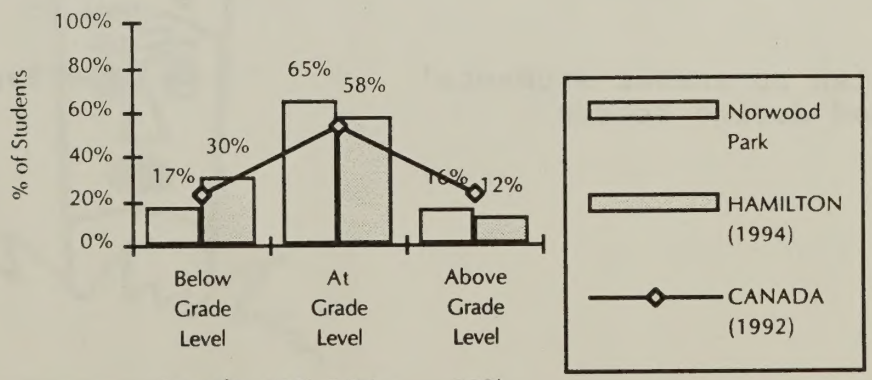
Language Total



Canada 23% 54% 23%

Summary Statement: In our school, 84% of our Grade 6 students scored AT or Above Grade Level on the Language Total compared to 67% across Hamilton and 77% nationally.

Mathematics Total



Canada 23% 54% 23%

Summary Statement: In our school, 81% of our Grade 6 students scored AT or Above Grade Level on the Mathematics Total compared to 70% across Hamilton and 77% nationally.

School Interpretation: Results in Context

In a French Immersion school, the Core English programme starts in Grade 2. English Language Arts represent 20% of their instruction in Grades 2 and 3 and 30% in Grades 4 and 5. In Grade 6, the programme is organized with a balance of instructional time in the two languages. By the time students are completing the Canadian Achievement Tests (2nd Edition), they have received much less instruction in English than their peers in the regular track. Considering our school context, we are pleased with our students' results.

School Planning Response

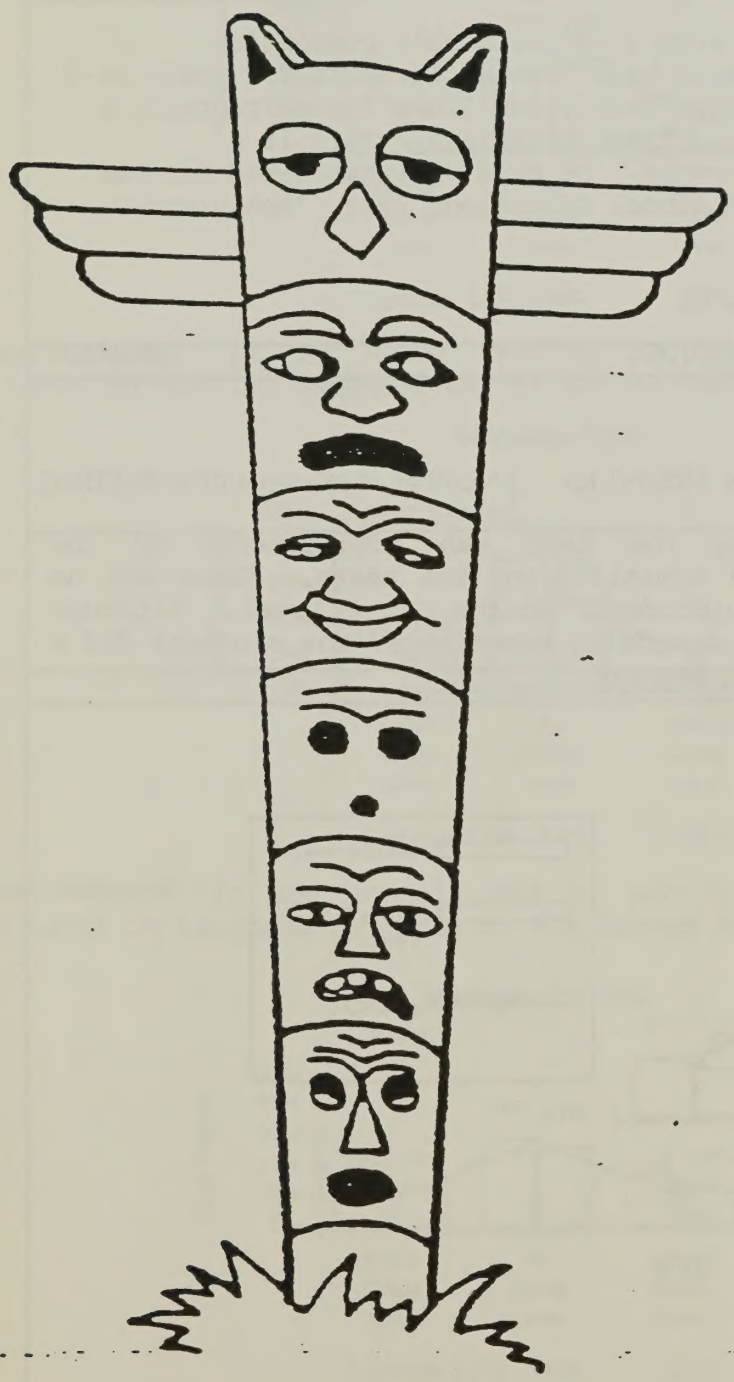
- Area(s) of Focus: Develop strategies through school planning process to improve language and mathematics skills.

- Process:

	Timeline
Review C.A.T./2 tests results with appropriate staff	May 95
Review C.A.T./2 tests results with community	April/October 95
Celebrate positive results	May 95
Analyze scores	May 95
Develop action plan to answer students' needs as diagnosed during scores analysis	June/Sept. 95

May 2, 1995
date

C Scaini
principal's signature



WELCOME

TO

PARKDALE

A Good Place To Be...

Canadian Achievement Tests (2nd Edition)
Grade 3, 1994-95

Parkdale Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

Parkdale is a Compensatory Education School with a rather stable population (Mobility = 12%). Most of the Grade 3 students have been at Parkdale for their JK-3 programme. Most of our students live in single family dwellings (owned/rental), a few subsidized units and a small % live in apartment buildings. This is a neighbourhood of hard working, supportive parents. We have an established Parents' Group which supports the many activities and school directions (e.g. "Behaviour Code") in a most positive way!

PARTICIPANTS

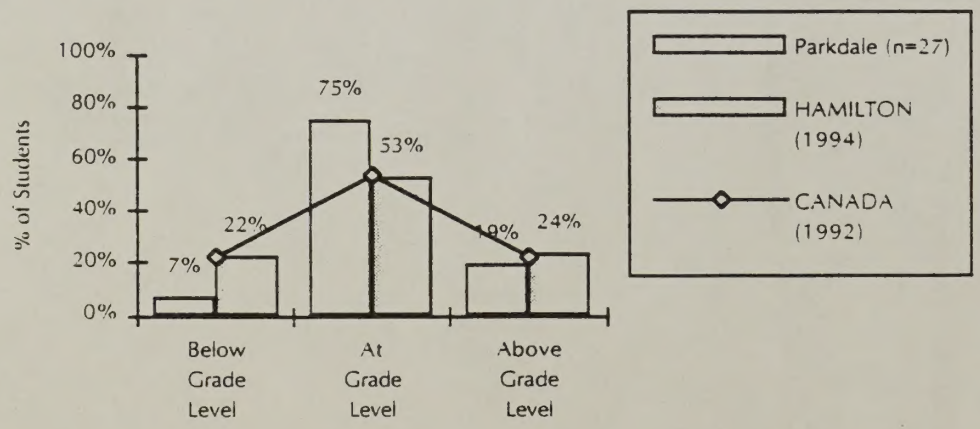
Number of students ENROLLED in Grade 3 31

Number of students for whom part or all of the test was INVALID*: 1	Number of students ABSENT for part or all of test: 3	Number of students COMPLETING entire test: 27

General Comments on students and the testing process: The test was administered by the teachers who have significant experience in administering the tests. There are no significant number of E.S.L. or Exceptional Students at the Gr. 3 level. Although completing the whole battery of tests was a demanding experience, the students did a fine job and stayed focused.

GRADE 3 TEST RESULTS

Total Test

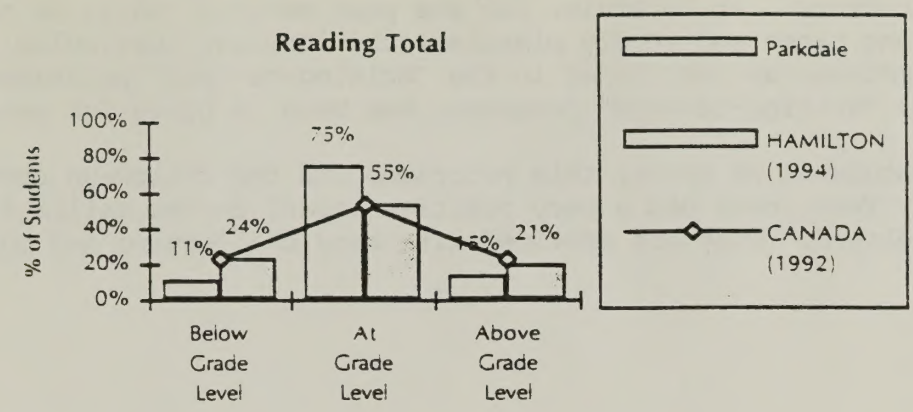


	Below Grade Level	At Grade Level	Above Grade Level
Canada	**23%**	**54%**	**23%**

Summary Statement: "In our school, 94% of our Grade 3 students scored At or Above Grade Level on Total compared to 77% across Hamilton and 77% nationally".

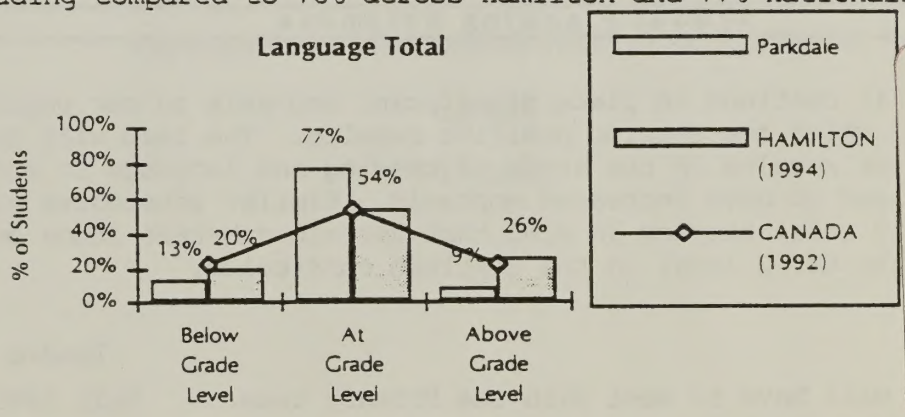
*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

GRADE 3 TEST RESULTS



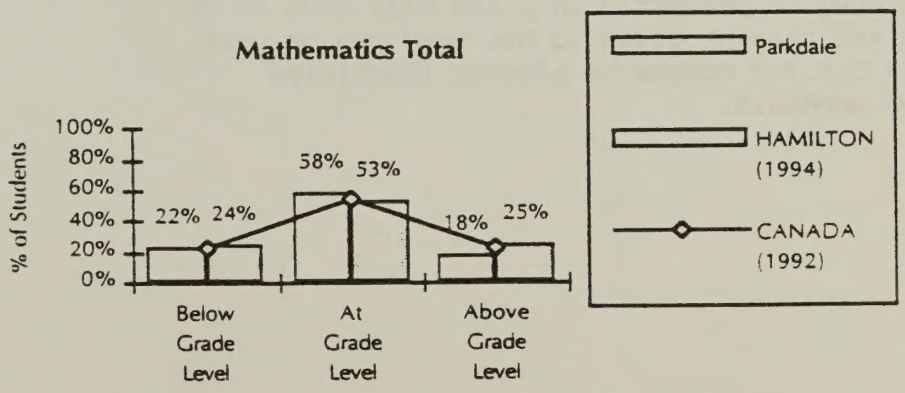
Canada 23% 54% 23%

Summary Statement: "In our school 90% of our Grade 3 students scored At or Above Grade Level on Reading compared to 76% across Hamilton and 77% nationally."



Canada 23% 54% 23%

Summary Statement: "In our school, 86% of our Grade 3 students scored At or Above Grade Level on Language compared to 80% across Hamilton and 77% nationally."



Canada 23% 54% 23%

Summary Statement: "In our school, 76% of our Grade 3 students scored At or Above Grade Level on Mathematics compared to 78% across Hamilton and 77% nationally."

School Interpretation: Results in Context

We are quite pleased with our results and these results would reflect fairly, the overall skill levels of our students. At Parkdale, for the past several years, we have emphasized, through long range and yearly planning, the language curriculum, with special focus on the writing process as introduced in the "Writing-to-Read" programme at the S.K. and Gr. 1 levels. The "Writing-to-Read" programme has been in place for seven years.

For the Compensatory students we serve, this programme and the follow-up programmes planned by the Primary Team, have had a very positive impact on the skills and attitudes the students have developed. They are provided with many challenging and positive learning experiences.

School Planning Response

• Area(s) of Focus: We will continue to place significant emphasis on our ongoing writing and reading strategies which are showing positive results. The team will have to review specific sub-test results in the areas of reading and language in order to identify areas which need to have increased emphasis. Similar strategies will need to be employed in the Math area, keeping in mind that certain sub-test items on the C.A.T.2 are not addressed at the Gr. 3 level in the Hamilton curriculum.

• Process:	Timeline
The new administrator will have to meet with the Primary team, support staff and other stake holders in order to review the results both generally and specifically. It will then be necessary to address the specifically identified areas and co-operatively develop a plan of attack for the 1995/96 school year. Other evaluation/tracking strategies presently in place will have to be revisited and reviewed and thought given to how they can be used in conjunction with the C.A.T.2 scores to address identified areas requiring renewed emphasis.	Fall 1995 and ongoing

95/05/04
date

principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE 3

1994-95

PAULINE JOHNSON SCHOOL

Canadian Achievement Tests (2nd Edition)
Grade 3, 1994-95

Pauline Johnson Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

Staff has worked hard this year to coordinate programs between classes in the same grade through division directions to the school as a whole. This has been transmitted to the community through a series of Parent-Information Nights. The school has basically a very stable community which enables students to receive sequential instruction through a grade and also a division.

PARTICIPANTS

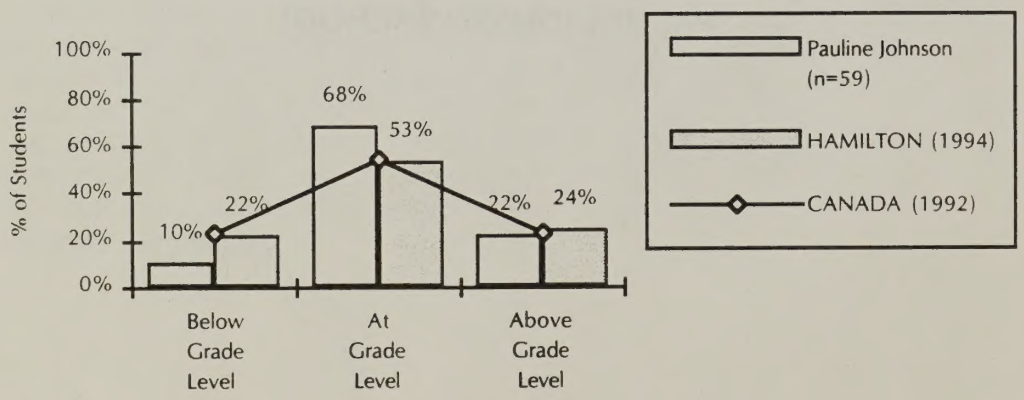
Number of students ENROLLED in Grade 3 60

Number of students for whom part or all of the test was INVALID*: 1	Number of students ABSENT for part or all of test: 0	Number of students COMPLETING entire test: 59

General Comments on students and the testing process: Testing is coordinated by the Principal and administered by Grade 3 teachers. Teachers took advantage of the in-service sessions offered by Board personnel.

GRADE 3 TEST RESULTS

Total Test

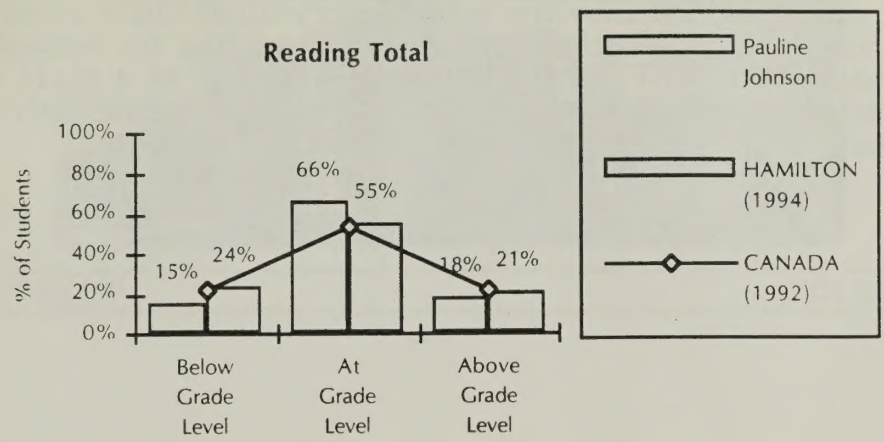


	Below Grade Level	At Grade Level	Above Grade Level
Canada	**23%**	**54%**	**23%**

Summary Statement: In our school 90% of our Grade 3 students scored At or Above Grade Level on the Total Test compared to 77% across Hamilton and 77% nationally.

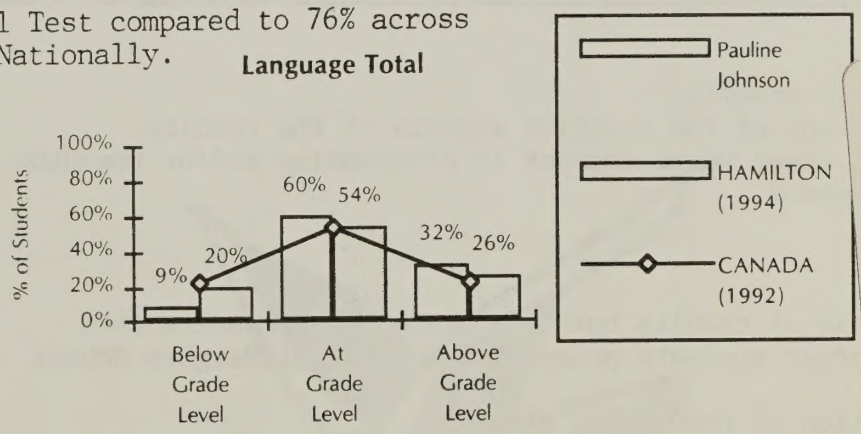
*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

GRADE 3 TEST RESULTS



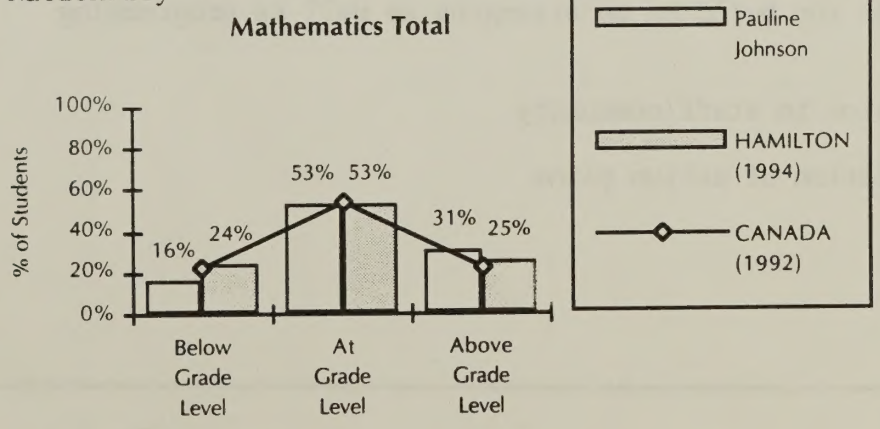
Canada 23% 54% 23%

Summary Statement: In our school 84% of our Grade 3 students scored At or Above Grade Level on the Total Test compared to 76% across Hamilton and 77% Nationally.



Canada 23% 54% 23%

Summary Statement: In our school 92% of our Grade 3 students scored At or Above Grade Level on the Total Test compared to 80% across Hamilton and 77% Nationally.



Canada 23% 54% 23%

Summary Statement: In our school 84% of our Grade 3 students scored At or Above Grade Level on the Total Test compared to 78% across Hamilton and 77% Nationally.

School Interpretation: Results in Context

For the last three years, teachers at Pauline Johnson have embraced new ideas (eg. the integration of technology into the school curriculum) while retaining the best of established practices. Student turnover is low, providing for sequential learning while a stable staff has facilitated teaming across divisions. As a staff we see a need to maintain the areas of strength achieved by continuing to refine both old and new methods as well as an analysis of the test results in detail.

School Planning Response

- Area(s) of Focus:
  - Analysis of results
  - a celebration of the positive aspects of the results
  - ascertain areas where changes in programming and/or teaching strategies need to be implemented

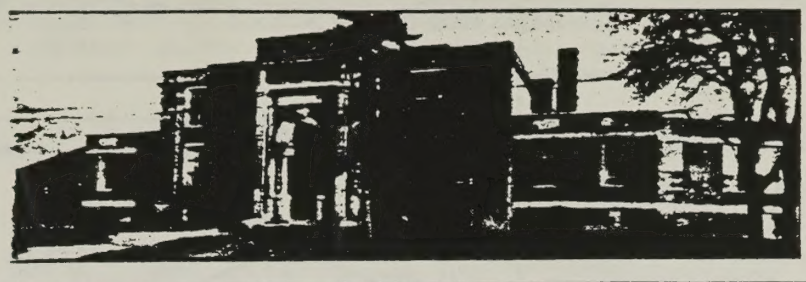
- Process:

	Timeline
Analysis of results both our Grade 3 and results from our former students presently at Cardinal Heights School	April,1995
. Presentation of results to staff	May, 1995
. Division Committees struck to prepare action plans for each division	May, 1995
. Action plans completed for each division including strategies for building on strengths as well as programming changes	June, 1995
. Presentation to staff/community	June, 1995
. Implementation of action plans	Sept.-June, 1995

May 2, 1995
date

D. Maddocks
principal's signature

PEACE MEMORIAL SCHOOL



75 EAST 36th STREET TELEPHONE 387-5165

Canadian Achievement Tests (2nd Edition)
Grade 3, 1994-95
Peace Memorial Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

community
- homogeneous community
- very little mobility of student population
- unemployment at a higher level than the national average

school
- J.K. - 5 school of approximately 300 students
- strong support from Home and School
- high degree of parental involvement especially in volunteer programme
- experienced staff
- dual-track school (1/3 of grade 3 students enrolled in French Immersion)

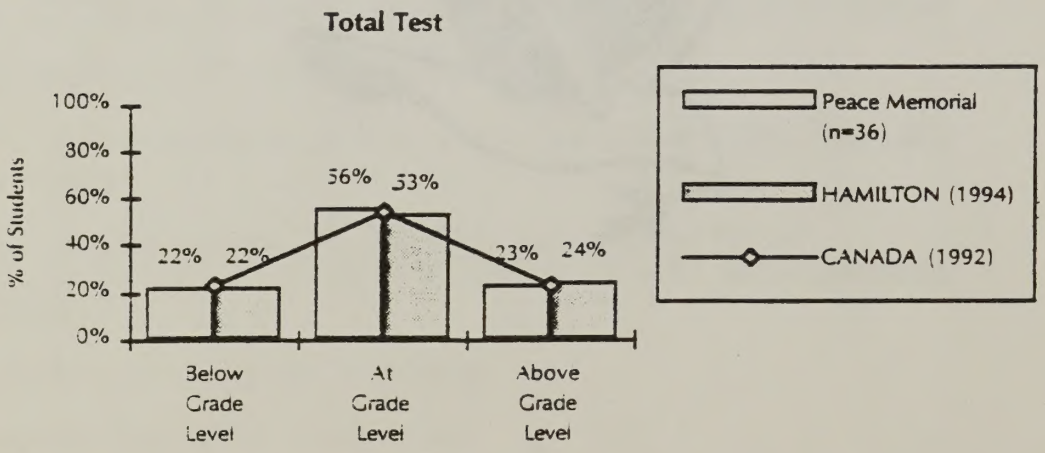
PARTICIPANTS

Number of students ENROLLED in Grade 3 42

Number of students for whom part or all of the test was INVALID*: 0	Number of students ABSENT for part or all of test: 6	Number of students COMPLETING entire test: 36

General Comments on students and the testing process:
- test administered by classroom teacher
- teachers attended board in-services
- results include those of 4 students deemed exceptional

GRADE 3 TEST RESULTS

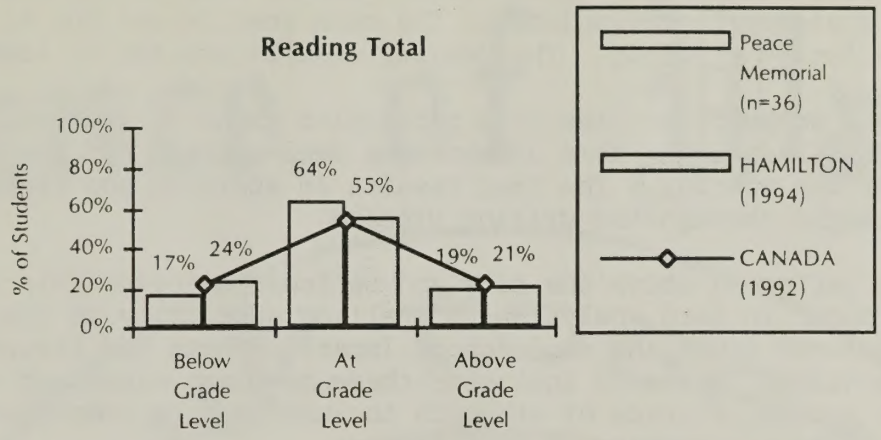


Canada 23% 54% 23%

Summary Statement: In our school **79%** of our Grade 3 students scored At or Above Grade Level on the Total Test compared to 77% across Hamilton and 77% nationally. In reading **83%** of our Grade 3 students scored At or Above Grade Level compared to 77% across Hamilton and 76% nationally. In language **81%** of our Grade 3 students scored At or Above Grade Level compared to 77% across Hamilton and 77% nationally. In mathematics **81%** of our Grade 3 students scored At or Above Grade Level compared to 78% across Hamilton and 77% nationally.

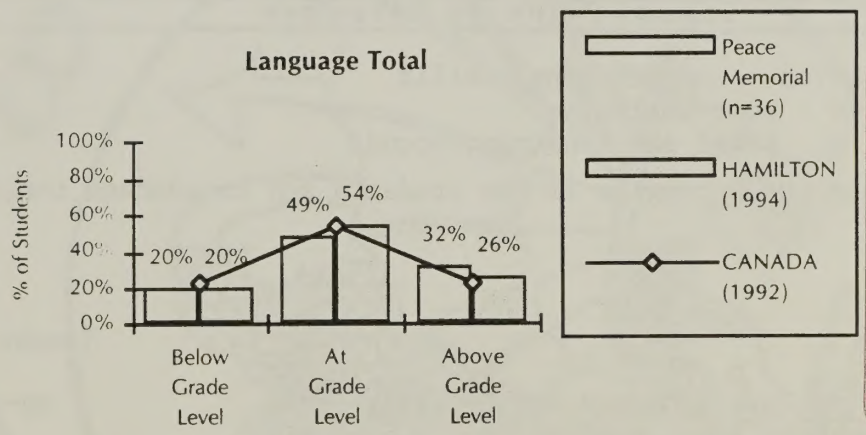
*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

GRADE 3 TEST RESULTS



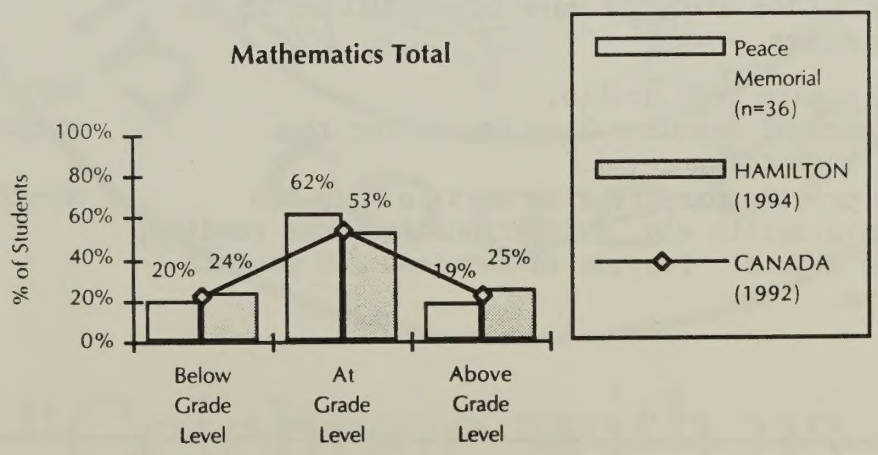
Canada 23% 54% 23%

Summary Statement:



Canada 23% 54% 23%

Summary Statement:



Canada 23% 54% 23%

Summary Statement:

School Interpretation: Results in Context

The results for the Total Test are slightly lower because only the results of students (36) completing the whole test are included. The math results are for 41 students. The language results are for 39 students. The reading results are for 42 students.

Such testing is only a snapshot in time of a particular group of students. As is indicated in our board's comments, some of what has been tested, had not been formally taught at the time of the testing. The test results on spelling and language reflect the editing skills taught through the writing process.

Overall our students performed above the city and national averages this year. Relative weaknesses occur in word analysis and spelling especially in the Fr. Immersion results. This makes sense since the students in Immersion have had limited exposure to formal English instruction. Research indicates these problems disappear as the students progress through the grades. Areas of strength include reading comprehension, language mechanics and math concepts and applications.

School Planning Response

- Area(s) of Focus: mathematics - computational skills
  language - word analysis
  spelling - vowel and consonant sounds

We intend to maintain the strengths of the students and to address their relative weaknesses.

- Process:

	Timeline
Continue using Growing Into Language and Spelling Sense. Have the grade 4 teachers further address word analysis and spelling in their program.	on-going
Continue using math manipulatives and introducing concepts with concrete materials. Emphasize problem-solving in all parts of the students' program. Give students more opportunities to use math operations in problems.	on-going
Implement daily minute math type drills.	Sept. 95
Continue using the Learning Resource Team to monitor the progress of referred students.	on-going
In class newsletters provide parents with ways to help the students increase their skills e.g. suggestions for home reading, math drills and study habits. Provide in-services for parents on Hamilton curriculum.	on-going

May 3/95
date

principal's signature

Prince of Wales

"Celebrate with us our
75th Anniversary
in May of 1996"

Canadian Achievement Tests (2nd Edition)
Grade 3, 1994-95

Prince of Wales Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

Prince of Wales is an inner city school which has been designated in the past as a compensatory school signaling the provision of extra resources often directed to enrich background experiences. It is a heterogeneous community where programs such as split classes are organized to benefit those who need enrichment as well as those who need skill building. A full-time social worker and guidance counsellor assist in meeting the socio-economic needs of the students as well as the community. A highly successful mentor program was instituted to provide a significant "other" to lend support to students who have demonstrated a need. A perk for primary students is the toy lending library operated by the Home & School. With a mobility rate nearly twice that of the average rate for Hamilton City Schools and considering the variables which often accompany mobility such as number of schools attended, multifaceted programming has to be built around meeting the needs of these students while maintaining challenging programs with high standards for the majority of students.

PARTICIPANTS

Number of students ENROLLED in Grade 3 38

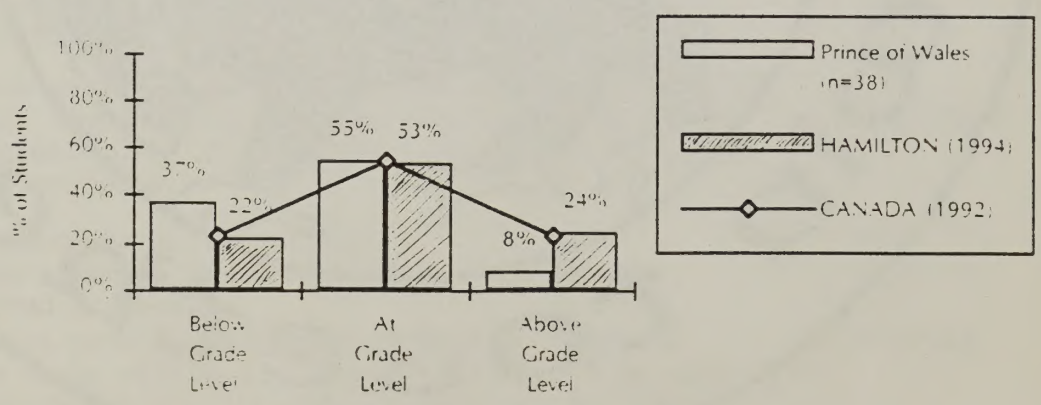
Number of students for whom part or all of the test was INVALID*: 0	Number of students ABSENT for part or all of test: 0	Number of students COMPLETING entire test: 38

General Comments on students and the testing process:

All 38 students (if present) were tested by a Grade 3 teacher and assisted by the learning resource teacher simultaneously in the early morning which provided uniformity of conditions. All make-up tests were administered by the LRT with maximum testing conditions attempted as much as possible.

GRADE 3 TEST RESULTS

Total Test



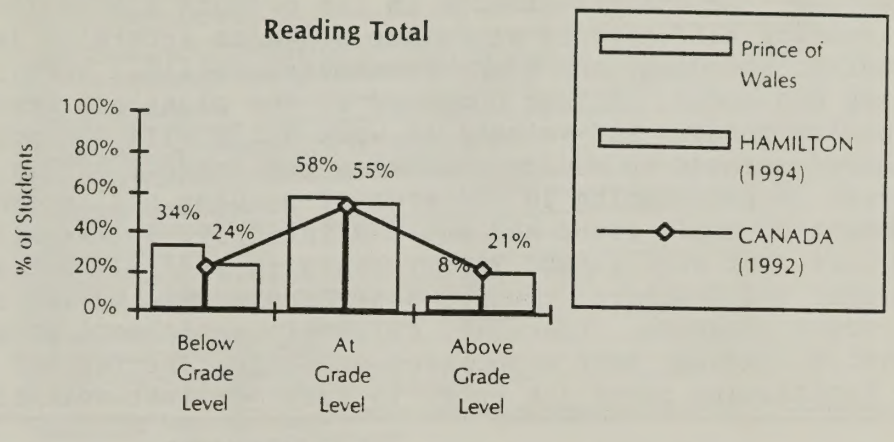
Canada 23% 54% 23%

Summary Statement:

In our school, 63% of our Grade 3 students scored at or above Grade Level on the (Reading/Language/Mathematics/Total) compared to 77% across Hamilton and 77% nationally. Language achievement appeared as a relative strength.

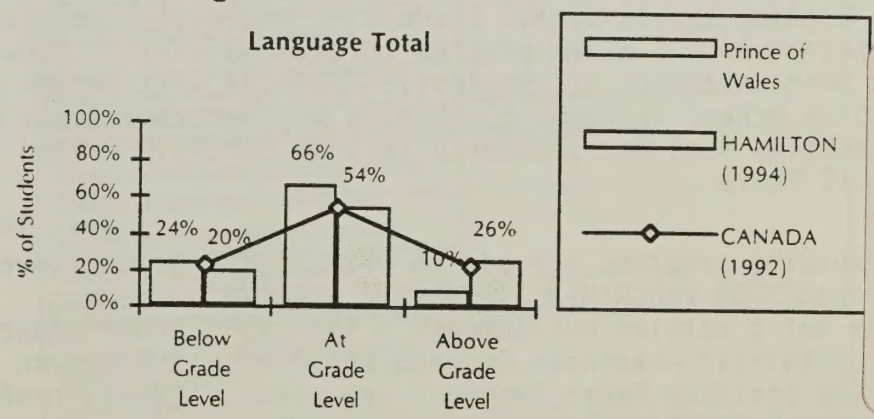
*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

GRADE 3 TEST RESULTS



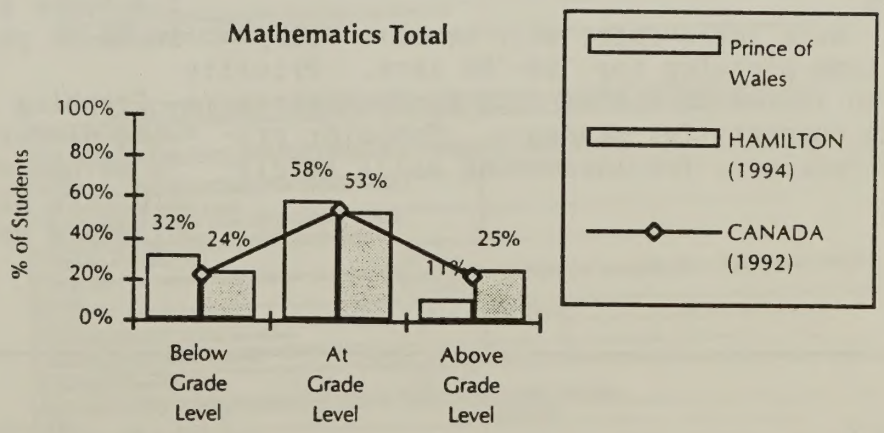
Canada 23% 54% 23%

Summary Statement: In our school, 66% of our students scored at or above Grade Level on the Reading Test.



Canada 23% 54% 23%

Summary Statement: In our school, 76% scored at or above Grade Level on the Language Test.



Canada 23% 54% 23%

Summary Statement: In our school, 69% scored at or above Grade Level on the Mathematics test.

School Interpretation: Results in Context

As is evident in the testing results, both reading and math improvement should be a priority. The mobility factor, previously mentioned as leading to gaps in learning, as well as socio-economic factors ultimately affect levels of achievement and require specialized programming. Recent assessments in the primary grades indicate that students who have reading difficulties at Prince of Wales generally lack fluency due to a weakness in decoding, encoding, and sight vocabulary skills. When fluency is gained, thought into meaning can occur. A team composed of the classroom teacher, LRT, E.A.'s, co-op students, reading buddies and volunteers work daily with the most recent learning-outcome based methods to monitor, assess, and improve skills. Over the past two years, the thrust in programming in the area of reading skills enhancement has been to increase the amount of small group and one-one intensive skill-building activities. Noteworthy is the fact that significant improvements in specific classrooms have been hailed by both parents and teachers. Future assessments will better establish the success of these recent programs. Likewise, currently enrichment programs have become a priority to maximize, through peer associated settings, the further development of students, who are functioning above the norm, to their fullest potential.

School Planning Response

- Area(s) of Focus:

AIM I. To Raise Reading Levels of All Students: Basically through increasing "automaticity" in two major program thrusts as stated below.

AIM II. To Raise Math Levels of All Students: Methods will become a priority in the 95-96 school "action" plan which will encompass any changes in the Hamilton Math Curriculum to include concepts tested in the current CAT Tests.

- Process:

	Timeline
A. The following reading programs already in effect will be continued and expanded. 1. LINGUISTIC AWARENESS PROGRAM-A linguistic program is presently being carried out through a team approach. A Linguistic Awareness Program(enclosed) as well as the Spelling Sense Document are used. 2. INCREASED READING PROGRAM-This program involves a "Home Reading Program" monitored by classroom teachers. It also includes increasing the amount of time spent in oral reading daily during school hours.	Both Programs: Evaluation of students reading levels through ongoing observation by classroom teacher and assessment by LRT 2-3 times a year in 95-96 year.
B. The process for math improvement will be more fully determined in team planning for '95-'96 term. Priority will be given to increased use of math manipulatives to help strengthen concepts for students. Computer programs are used regularly for increasing skill levels and enrichment.	Graphing is being discussed as a method of eval. to take place 2-3 times a year.

1995 05 03
date

Jane Evans
principal's signature

JK/SK: LEARNING OUTCOMES FOR ESSENTIAL LINGUISTIC AWARENESS SKILLS

Learning Outcome #1
The student demonstrates that print is meaningful and has conventions.

Skills	Activities
• listens appropriately as stories are read	
• holds book upright and turns pages from front to back	
• looks at left page first	
• tells short story from pictures in book	
• retells story or poem after listening to it being read	
• answers specific content questions about a story after listening	
• recognizes some signs and symbols as meaningful	
• identifies names of letters	
• begins to use print to record information (scribbling, random letters, symbols)	
• dictates story to a scribe	

Learning Outcome #2
The student demonstrates awareness of words in spoken and printed sentences.

Skills	Activities
• counts words in spoken sentences	
• counts words in printed sentences	

Learning Outcome #3
The student demonstrates awareness of syllables in spoken words.

Skills	Activities
• counts syllables in spoken compound words	
• counts syllables in spoken words having two or more syllables	
• says words by blending spoken syllables	

Learning Outcome #4
The student demonstrates awareness of rhyme.

Skills	Activities
• identifies rhyming words from a group of spoken words	
• produces a rhyming word for a given spoken word	
• segments rhyming words into two parts (e.g. mat = "mmmm" + "at")	
• produces spoken words using the same rhyming pattern by changing the initial sound.	

** adapted from the - "Speech Print Connection"*
Wellington County Board of Education

GRADE 1/2: LEARNING OUTCOMES FOR ESSENTIAL LINGUISTIC AWARENESS SKILLS

Learning Outcome #5
The student demonstrates awareness of sounds in spoken words.

Skills	Activities
• identifies spoken words with the same beginning consonant	
• identifies the beginning consonant sound in a spoken word	
• understands the difference between a letter and sound	
• identifies alliteration within a story context	
• identifies spoken words with the same ending consonant sound	
• identifies the ending consonant sound in a spoken word	

Learning Outcome #6
The student demonstrates the ability to sequence and manipulate sounds in simple words.

Skills	Activities
• orally sequences sounds in spoken words containing two sounds (e.g. up, see)	
• orally sequences sounds in words containing three sounds (e.g. sleep, cat)	
• says words by blending two and three sounds to form words	
• produces new words by changing beginning, ending or middle sounds	
• identifies sounds in spoken words containing blends	

Learning Outcome #7
The student uses sound awareness and letter knowledge in reading and writing.

Skills	Activities
• prints words with increasing accuracy in appropriate letter-sound combinations	
• reads print using letter-sound knowledge	
• can blend letter-sounds into a word	

Learning Outcome #8
The student demonstrates the ability to make judgements about oral and written language.

Skills	Activities
• completes sentences with missing words	
• oral judgement of grammar	
• shows beginning awareness of the conventions of written text	
• shows conscious awareness that same meaning can be conveyed with similar words.	
• emergence of basic editing skills (i.e. word omissions, word order violations, sequence of ideas, basic punctuation).	

Gr. 3/4: LEARNING OUTCOMES FOR ESSENTIAL LINGUISTIC AWARENESS SKILLS

Learning Outcome #9
The student uses consistent skills in decoding and encoding multi-syllabic words.

Skills	Activities
• demonstrates ability to orally isolate then represent syllables (i.e. dashes) when writing words.	
• demonstrates the ability to divide and decode longer words (recognize prefixes, suffixes, root words, regular endings)	

Learning Outcome #10
The student has consolidated his/her understanding of sound awareness and can apply these skills to more complex forms.

Skills	Activities
• represents all sounds in consonant blends	
• blends sounds together with fluency	

Learning Outcome #11
The student demonstrates metacognitive skills in both oral and written language.

Skills	Activities
• understand different text structures	
• draws inferences that go beyond text	
• detection of inconsistencies in language (oral and written)	
• demonstrates editing skills	

Canadian Achievement Tests (2nd Edition)
Grade 6, 1994-95

Prince of Wales Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

Please see the description of the school and community as presented in the Grade 3 program as all factors are consistent for the 6's except for the students entering from feeder schools. Prince of Wales is a middle school for Gibson and King George with Grade 6's entering from Gibson and Grade 7's entering from King George with the exception of a minimum of students in a few special cases entering Grade 6 from King George . Two programs service the Grade 6's at Prince of Wales. a 5/6 split where rotary is limited for the 6's to non-academic subjects except French and all academic subjects are taught in the homeroom setting. The other two grade 6 classes have English and Math in homeroom and all other subjects on rotary. This home room program was instituted to provide more stability and less movement as an intermediary step prior to full rotary in Grade 7 & 8. A most significant factor in analyzing the Grade 6 CAT scores is the preparation which the junior program achieves. While the Grade 3 program curriculum time allotment remains closely associated with the primary grades, the Grade 4-5 program expands the language curriculum to include 40 minutes of French daily and an increased amount of time in music , physical education, and in some cases visual arts.

PARTICIPANTS

Number of students ENROLLED in Grade 6 68

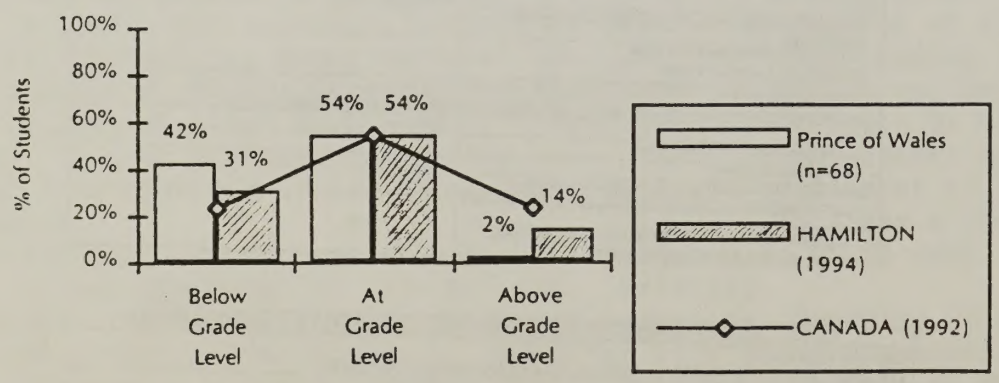
Number of students for whom part or all of the test was INVALID*: 0	Number of students ABSENT for part or all of test: 0	Number of students COMPLETING entire test: 68

General Comments on students and the testing process:

All Grade 6 testing was done during English periods which fluctuate from day to day in time period.. The Learning Resource Teacher administered all tests to class 61 and administered most tests to classes 62 and 63.

GRADE 6 TEST RESULTS

Total Test



Canada 23% 54% 23%

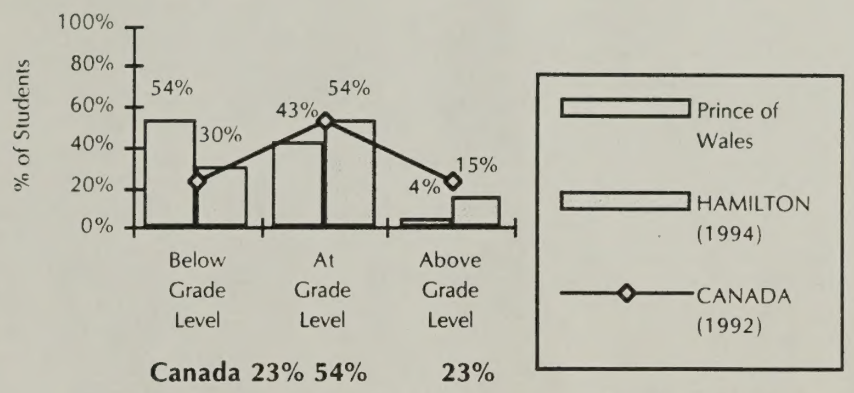
Summary Statement:

In our school 56% of our Grade 6 students scored at or above grade level on the (Reading/Language/Mathematics/Total) compared to 68% across Hamilton and 77% nationally. As in the Grade 3 results. Language appeared as a relative strength.

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 15 of the CAT

GRADE 6 TEST RESULTS

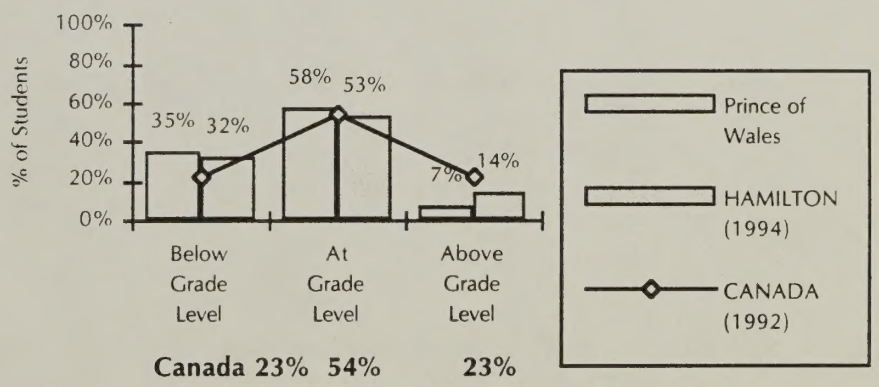
Reading Total



Canada 23% 54% 23%

Summary Statement: In our school, 47% scored at or above Grade Level on the Reading Test

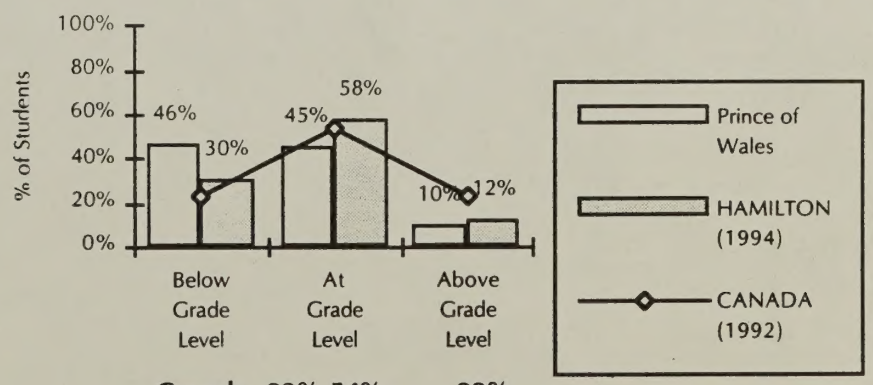
Language Total



Canada 23% 54% 23%

Summary Statement: In our school, 65% scored at or above Grade Level on the Language Test.

Mathematics Total



Canada 23% 54% 23%

Summary Statement: In our school 55% scored at or above Grade Level on the Mathematics Test.

School Interpretation - Results in Context

In viewing the Grade 6 scores in relation to the Grade 3 scores, there is a definite increase in all areas of students functioning below level, but especially in the area of reading and math. The mobility factor, socio-economic factor, and other relevant factors which demanded special programming in the primary levels cannot be ignored and future programming will have to address these needs to a higher extent than presently demonstrated in the junior program. The number of students with reading and math deficiencies appears to have grown as students moved from grade 3 to grade 6. Grade 4 current programming indicates the belief that students are able to read independently at or near grade level; however, testing reveals that this is not the case. In the light of these results, brainstorming by junior teachers to discover possible programming changes is currently taking place. Essentially two basic thrusts have arisen to date; the need to spend more time in skill building structured reading programs as well as more time in actual reading. Both facets call for the realignment of junior, especially 4-5 timetables to allow for more time in structured reading programs. It is also suggested that feeder schools and Prince of Wales should share successful reading programs to provide consistency in approach and evaluation if possible.

School Planning Response

- Area(s) of Focus:

Aim I. To Raise Reading Levels of All Students: Basically an increase in all aspects of reading including, decoding, vocabulary, and comprehension skills is a priority.

Aim II. To Raise Math Levels of All Students: Again, methods to increase computational skills and understanding of concepts will be addressed.

- Process:

	Timeline
A. Reading	
1. Within the context of the whole language program currently being used, more time will be spent in explicit teaching of skills to include linguistic awareness skills, vocabulary development skills, and comprehension skills.	To begin Fall of '95 with ongoing eval uation by classroom teacher and LRT
2. Increased time will be spent in reading which will include oral reading and a "Home Reading Program" with a reward system will be introduced.	
3. Consultation with Feeder Schools to share success ful improvement programs will take place wherever interest is shown.	
B. Math	
1. Inservice on math manipulatives currently contained in the "Math Resource Room" and possibilities for use will be held.	To begin in '95-'96 year.
2. The establishment of a math tutoring system will be delved into and other methods of peer aid will be explored.	
3. Analysis of processes which caused the most diff-iculty and strategies to teach these skills will be addressed.	

1995 05 03
date

Jane Grant
principal's signature